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EDUCATIONAL NEWS



EDUCATION FOR A STRONG AMERICA

All California will observe American Education Week, November 9-15

There are 39,750 copies of this issue - - - NOVEMBER 1941

CALIFORNIA TEACHERS ASSOCIATION

Fellow Teachers:

EVERYTHING WE HAVE WAS WON BY ORGANIZATION

Therefore:

I. I am joining a NATIONAL TEACHERS ORGANIZATION

- a. California is not isolated; what happens elsewhere affects us.
- b. National educational projects and legislative enactments affect us — **THE NEW DEFENSE COMMISSION NEEDS EVERYONE'S SUPPORT.**
- c. **I DON'T WANT TO BE CARRIED ON SOMEBODY ELSE'S BACK!**

II. I am joining a STATE TEACHERS ORGANIZATION

- a. San Francisco is vitally affected by what happens in other California cities.
- b. State legislation affects all of us (retirement — tenure — financial support)
- c. **I WON'T LET OTHERS CARRY ME ON THEIR BACKS!**

III. I am joining the LOCAL TEACHERS ORGANIZATIONS of my choice because:

- a. They have provided things to benefit me.
- b. More than a dozen local organizations serve various San Francisco teacher needs and interests.
- c. **I WON'T LET ANYONE CARRY ME ON HIS BACK!**

Teachers have been among the last to learn the lessons of organization

A year's dues to all three — National, State, Local — is less than dues paid by any other professional group or those paid by a laborer to his union

This poster printed and distributed by
THE SAN FRANCISCO CLASSROOM TEACHERS ASSOCIATION

8-3

Approved for Posting
J. P. NOURSE,
Superintendent of Schools

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SIERRA EDUCATIONAL NEWS

Contents for November, 1941

Cover Illustration — Education for a strong America. American Education Week, November 9-15.

We Had a Grand Drive Through Mexico	2
<i>Jehiel S. Davis</i>	
Vocational Training of Youth in Switzerland	4
<i>E. Jucker</i>	
Important Message to All School People	7
<i>Roy W. Cloud</i>	
Attorney General's Opinion on Recent Ruling	10
Professional Relationships	8
<i>Anne M. Bradley</i>	
CTA Consulting Groups: Retirement Study	12
<i>Arthur F. Corey</i>	
A Preview of Our Profession	13
<i>Carol Wagers, California Student-Teachers Association</i>	
The Superintendents Convention at Santa Cruz	14
As I See It: Go Ahead and Join	15
<i>Kenneth E. Nevins</i>	
CTA Board of Directors Meeting	16
<i>Digest of Minutes</i>	
CTA Classroom Teachers Department	17
<i>Margaret Williams, Central Coast Section</i>	
Teaching Salesmanship: A Functional Approach	18
<i>LaMar Hill</i>	
Public School Holidays: Legal Status	20
<i>Alfred E. Lentz</i>	
Expenditures in California School Districts	22
<i>Elmer H. Staffelbach</i>	
How About the Words We Use	24
<i>Elisabeth Bean Telfer</i>	
Elementary General Foreign Language Study	25
<i>Morris Grudin</i>	
Yes, We Run a Movie Show	28
<i>L. W. Richards</i>	
Home Economics for Emergency Service	30
<i>Saidee E. Stark</i>	
A Teachers Philosophy of Education	31
<i>Frederic W. Robinson</i>	
United States Defense Savings Bonds	32
Boxing as a High School Sport	34
<i>Rinaldo Wren</i>	
The High School Reading Problem	36
<i>Annie R. Mitchell</i>	
Inyo County's First Arts Festival	38
<i>J. E. Morhardt</i>	
Winfield Scott Rodgers: A Redwood Pioneer	40
<i>Robert E. Burton</i>	
California School Positions: Recent Changes	42
<i>Carl A. Bowman and Earl G. Gridley</i>	
CTA Central Coast Section Notes	43
<i>Alfred H. Bird</i>	
A Teacher's Call to the Colors	45
<i>Marian W. Campbell</i>	
Reviews of Some New Books	46
<i>Laura Bell Everett</i>	
Calendar of Coming Events	47
Index to Advertisers	48

TRAVEL SECTION



WE DROVE TO MEXICO

*Jehiel S. Davis, Teacher of Geography, Senior Problems and Science, Van Nuys High School, Los Angeles County; Manager, Jehiel Davis Travel Service**

THERE are now several ways to go to Mexico. It used to be done mostly by train. It was delightful to go by steamer to Acapulco and motor up to Mexico City, but now the steamer schedules have been so cut that it is only now and then possible. The air trip is economical and delightful. It provides a good vacation for those whose time is limited to two weeks or less. Bus service has become so comfortable that hundreds now go that way and see intimately the interesting international highway at very low cost.

But the most economical way to go is in your own car. Three or four can go for little more than what it costs for one by the next most economical way. You are at liberty to go more as you like. Many have enjoyed it this way. The road is a fine paved highway throughout.

We cleared the customs at Laredo without difficulty one afternoon and drove southward along what is said to be "the longest piece of straight road in the world." It runs through an arm of the state of Tamaulipas into Nuevo Leon. There is not much of interest until you reach Vallecillo, 65 miles, or Sabinas Hidalgo, 81 miles below the border. At Sabinas Hidalgo a nice place to stop for refreshments is Powers' restaurant-store and cabin-camp.

*Mr. Davis, widely known throughout California and the West for his Travel Service, has moved to larger, more attractive quarters at 6420 Van Nuys Boulevard. He has contributed interesting travel articles to this magazine.

South of there the country becomes more mountainous, beautiful and interesting. Monterrey (elevation 1624 feet) is said to be the third city of Mexico and leading industrial center. One should see here the state capitol of Nueva Leon, the cathedral, and the Obisado. Regina Courts, on the approach to the city, is a good place to stay. Be sure to dine at Sanborn's restaurant. In going to these several places you will get a good view of the business and residential sections. From the Obisado there is a fine view over the city.

South of Monterrey the road leads longitudinally through a beautiful mountain valley, crosses a number of river valleys, and passes the town of Linares. Between are many villages. Along the way one sees human portage, ox teams, burros, and many sights familiar to those who have traveled in Europe. Especially noticeable in northern Mexico are the model-T Fords of the United States of a few years ago, made into farm-wagons and pulled or pushed by man, ox, horse, or burro!

At Linares the Canada Courts may be recommended to anyone wishing to stop. South of Linares the road re-enters Tamaulipas. In sections where full-blooded Indians are more numerous there is more human portage. A few carry loads on their heads, but the usual arrangement is a big load on the back supported by a wide band across the forehead. We passed three men carrying coffins this way. They evidently had made them in the

mountains and were taking them in to sell.

In less than a hundred miles Victoria, the capitol of Tamaulipas is reached. Here the Sierra Gorda hotel is tourist headquarters for refreshments or over-night.

Not far south of Victoria monuments by the road mark the Tropic of Cancer, latitude 23°27'15" north. A little farther the sugar district of El Mante is traversed. We have arrived in the wet tropics. Bananas, pineapple, guaves and breadfruit grow along the way. Elevations range from 300 to 700 feet. The tropics here are sultry but the extremes of heat encountered in our Southwestern deserts are not found. On the whole it is comfortable riding along and not unpleasant at the nice stopping places.

We enter the State of San Luis Potosi and reach the town of Valles where we enjoy a tropical night in the excellent Hotel Valles. How low the North Star seems in the sky! The lovely dining-room has a thatched roof. At the hotel annex the accommodations are inexpensive. This is the midway night-stop for persons making a fast trip through with but one stop.

Tropical Beauty

South of Valles the country becomes more mountainous and beautiful in its tropic cover. The highway does not start to climb, however, until passing the Moctezuma river at Tamazunchale. This town is as interesting as its odd latinized name. We arrived on a Sunday forenoon (market day) after a rain and it was certainly a sight even for hardened European travelers to see those people squatting in the mud to sell food and goods. Just the same the Pemex Courts offer you a nice clean place to stop.

Just south of Tamazunchale the State of Hidalgo is entered. For a hundred miles the excellent highway winds up from the tropics to the tierra fria through the most exquisite mountain beauty imaginable. This wonderful road passes Jacala, where you may stop for the night at the American Hotel or if you would just eat, across the street is a good restaurant. Before reaching Zimapan the road crosses a summit (elevation 7708 feet) then drops to 5576 at Ixmiquilpan.

Some 60 miles out of Ixmiquilpan the silver city of Pachuca is worth a visit by short side trip. You can go in from El Durazno and out at Colonia, taking two

sides of a triangle. Pachuca is the capitol of Hidalgo.

The highway passes into the State of Mexico. The century-plant cactus, from which they get pulque, is much in evidence. Pulque is a drink which has long furnished the people a substitute for dangerous water and supplied them with needed vitamins. Like cider it can be fermented into an alcoholic drink. At Vente de Carpio the road branches off to Teotihuacan. Take time here because just north of the town are the famous ancient ruins of the Temple of Quetzalcoatl and the great Pyramids of the Sun and Moon.

A Most Beautiful Church

After leaving Mexico State and entering the Federal District one should turn aside at the town of Guadalupe and visit the church shrine, said to be the most beautiful church in Mexico.

In Mexico City there are many interesting things to see. Naturally you want to visit Government Palace, Museum with the Aztec Calendar, Cathedral on the Zocalo, Alameda, Opera House, Sanborn's House of Tile, Paseo de la Reforma, Chapultepec, and the residence areas.

You will want to dine at the House of Tile and several other interesting restaurants, shop at the silver stores on Sadi Carnot at San Cosme, and do a lot of things differing a little with the seasons. The best way is to make your headquarters at Hotel Geneve on Londres near Insurgents and get a guide through your favorite travel agent.

Mexico City traffic is a bit dizzy and it is hard to drive and figure out where to go

at the same time. When you get there it is a miracle if you can park. If the miracle happens then you must pay an official or other to "Washu cah" when it really does not need watching. The dining-room in the Hotel Geneve is nice.

Having done Mexico City do not yet turn back! From the Zocalo go south. A few miles out a boy will hail you for a ride to Xochimilco. Of course, he "only wants a ride" but he will take you to his particular boatman! You will enjoy a punt ride through the famous and beautiful "floating gardens". There is much "atmosphere" here with orchestra-boats paddling along to play for a fee, flower-girl boats, photographer-boats, and just farmer-boats.

We went on from there to Cuernavaca over El Guarda and Tres Cumbres (elevation 9430 feet). We had lunch in this charming city where plazas corner into other plazas and patios communicate with other patios. Here is Borda Garden and Palace of Cortez.

Puente de Ixtla has such an interesting name that we drove in to see the town. Be sure to continue as far south as Taxco in Guerrero. Unless you have traveled before in Latin-America or visited such places as Siena and Perugia in Italy, Taxco is probably the most exotic and interesting place you have encountered. Here the Hotel Melendez is a good headquarters. It is very Mexican and clean and good. There are more ritzy ones but this one is recommended because of its location near the cathedral. Taxco is a silver city of hills, cobblestones, and strange interest.

The 170 miles on to Acapulco, on the Pacific, is very lovely if not quite so different as that to Taxco. Returning to Mexico City one has magnificent views of the great smoking volcano Popocatepetl.

This long road from Laredo south is so interesting that it is no hardship to have to retrace the way out. Mexico City is 750 miles south of Laredo, Taxco 852, and Acapulco 1031 south. Puebla is 134 miles easterly from Mexico City and Vera Cruz 444. The total cost for three persons can easily be kept, without pinching, under \$12 a day or \$4 each, United States money. You can use Spanish language to good advantage on such a trip but it is not necessary.

Mexico Travel Book

AN unusually beautiful large-format travel brochure on Mexico, with full-page illustrations in color, is issued by Tourist Department of Mexican Government of which Alejandro Buelna Jr. is head.

The sumptuous 32-page travel-book is a special edition issued on the occasion of

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the recent Second Inter-American Travel Congress held in Mexico City.

Senor Buelna declares that "Inter-American tourist travel is the most substantial bond between the nations of the Western Hemisphere because it creates solidarity and promotes social, cultural, spiritual, political and economical relations."

Beautiful Free Brochure

California teachers desiring copies of this colorful and informative bulletin may obtain it free, as long as the limited supply lasts, by addressing Tourist Department of Mexican Government, Bucareli 99, Mexico City, Mexico.

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YOUTH IN SWITZERLAND

VOCATIONAL TRAINING OF YOUTH IS GIVEN UTMOST ATTENTION
IN SWITZERLAND

E. Jucker, Geneva, Switzerland

WHEN the rule of the ancient guilds came to an end in Switzerland, and when freedom of trade and commerce was introduced as an aftermath of the French Revolution, some far-sighted Swiss statesmen and educators realized at once that the overthrow of the old order had not only brought advantages in its train, but also certain dangers.

Pestalozzi, the pioneer Swiss educator, and his disciples — among whom especially the Bernese philanthropist Emanuel de Fellenberg — declared emphatically that trade and industry could only prosper if all the young people were brought up systematically to work efficiently and to enjoy work as such.

Fellenberg demanded, over a century ago, that young people be given professional training and that the State should establish consulting centers for them and their parents.

The demands of Pestalozzi and Fellenberg were supported by the Swiss Society for Promotion of Social Welfare. For 50 years they were sponsored on a purely private basis by certain trade associations, private firms and societies. Towards the end of the 19th century this private initiative began to receive the support of certain Cantons, until Federal legislation was introduced to form the foundation of the laws that govern the system of apprenticeship today.

Vocational Training

In 1930 a Federal law was introduced to regulate vocational training for trade, industry and commerce. It is still in force today and testifies to the efforts made in this direction for over a century by the Swiss commercial enterprises. This law provides rising generations with an extensive and methodical training, and trade, industry and commerce with large

numbers of skilled workers capable of doing that high class work necessary to compete in the world's markets.

About 200 consulting centers advise young people about to leave school as to the vocation they ought to select; this after careful study of their abilities and ambitions. Although the influence of these vocational guidance centers is quite imperceptible to the individual young person, it has a very marked effect on a well-balanced distribution of labor among the various trades and industries. It is for this reason that these centers

maintain close collaboration with the official labor exchanges. They place more than half of the available number of apprentices, and are thus in a position to improve apprenticeship conditions and to eliminate unsuitable masters. By means of numerous and richly-endowed scholarships, children of poor parents have an opportunity to serve excellent apprenticeships.

Standards of Efficiency

Vocational training is given great attention throughout Switzerland. In mens work, an apprenticeship lasts from 3-4 years; girls are trained 2-3 years. In agriculture training lasting from 1-2 years has been introduced recently, for the time being under private sponsors.

Each apprentice strives to attain a certain standard of efficiency set by

Recess at Eiger Glacier School, Switzerland; elevation 7,624 feet



official regulations. He is anxious to successfully pass the final examination. This test is quite severe and both apprentices and masters are obliged to work hard in order not to fail. Those who pass the examination are given a Federal Certificate.

Workshops and Exhibits

Capable workers, especially those who aim for advancement or independence, pass a masters test after a few years of practical work. Gradually only masters who have passed this examination and are thus authorized to use this title will obtain permission to train apprentices.

The special courses for apprentices are compulsory. The well-organized vocational schools, directed by excellent teachers, are the pride of Switzerland. They train the future worker and employee in the indispensable theoretical knowledge of draftsmanship and mathematics, special vocational knowledge and organization. They also teach them the essential elements of political life. In the larger towns and industrial regions there are special buildings for this purpose; in agricultural districts adequate space is provided in the regular school buildings.

Workshops, trade museums and exhibitions serve to supplement the practical training and to apply theoretical knowledge gained in the schools to practical work. For agricultural training special schools with model farms were established decades ago in all parts of the country. Special schools have also been provided for the rising commercial generations. Expenses for all these training centers are borne by the communities and the cantons; they are also subsidized by the Confederation.

For the training of technicians and scientists Switzerland has provided a large number of colleges, seven universities and a Federal Institute of Technology.

The good effects of



Students at work in the Woodcarving School at Brienz, Bernese Oberland, Switzerland

this systematic vocational training are making themselves felt everywhere. Most young people are proud to learn some handicraft and to become accomplished in their chosen vocation. Work and achievement are considered both as a means for personal advancement, and also as a fine duty to the nation.

Leisure-time Activities

Provision has also been made for the leisure hours of apprentices. Thus the "Pro Juventute" foundation, whose object is the welfare of Swiss youth, in the course of 20 years has opened many workshops and libraries where these young people may spend their leisure hours. It has also introduced contests for spare time work.

The harmonious collaboration between Federal, Cantonal and Communal authorities on the one hand, and vocational associations, juvenile groups and welfare institutions on the other have made it possible for Switzerland to build up a training system which will have a decisive influence on the nation's moral and economic welfare for many years to come. On behalf of the Government this work is directed by the Federal Office for Industry, Trade and Work. The private organizations which include professional associations, welfare organizations, firms and schools, have been united under the patronage of the Swiss Association of Consulting Centers for Professional Training and Apprentices Welfare.

Open-air school at Villars, Switzerland. Photo by J. Feldstein, Lausanne



Christmas in Mexico

ON Christmas Eve the most beautiful cathedral in Mexico will be visited by the Travel Service tour group, in the city of Puebla.

This well-planned Alumni Tour, open to college and university graduates, their families and friends, leaves California Friday, December 19. The itinerary's 17 days include many little-visited points, as well as famous Orizaba, Puebla, Taxco, Cuernavaca, Pyramids and Guadalajara.

The tour is personally conducted by Howard Young (Cal '33), widely-known for his first hand knowledge of Latin-America and for the successful tours in Central America which he has conducted.

For complete details of this reasonably-priced (\$200 up) Christmas vacation Mexican tour, write to Travel Service Inc., 100 Berkeley Square, Berkeley, California.

* * *

Vocational Convention

BOSTON is ready for the first American Vocational Association convention to be held in New England. Delegates from 48 states and thousands of trade, industrial arts, home economics, agricultural, distributive occupations, and other teachers from the vocational schools of the nation, convene December 10-13.

Defense-training programs will prove to be an added attraction to visitors and provide topics for many of the nationally-known speakers scheduled to appear.

The main convention session will meet at Hotel Statler in historic Park Square. Many parallel national meetings include National Association of Directors of Vocational Education.

New England teachers are planning a comprehensive exhibit of their work and have arranged for tours of inspection to their schools and to places of historic interest.

Christmas . . .

MEXICO! with

Alumni Tour (Leave December 19)

Open to college graduates, their families and friends.

NEW off-the-beaten-path points, as well as Orizaba, Puebla, Taxco, Cuernavaca, Pyramids, Guadalajara.

Expertly Conducted, Latin America specialist, Howard Young (California '33).

Reasonably Priced:

17 days - from \$199.75

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Napoleon's Island

Visit St. Helena Island in the South Atlantic Ocean

"IN October, 1815, a weary man, short, stocky, with a sullen mouth and a terrible bitterness in his tired eyes, sailed from war-ridden Europe in the Northumberland for a small island in the South Atlantic. No pleasure voyage was his, no crystallization of a dream, but defeat—the end of all his dreams of a world domination.

"As St. Helena appeared, a speck on the horizon, after ten weeks of weary sailing, Napoleon viewed it with moody interest, his prison until his death."

Teachers with sabbatical leave, looking for out-of-the-way places to visit, may include the island of St. Helena in their itinerary en route to South and East Africa by way of the American South African Line steamships. This line now operates combined passenger and freight steamers by direct route between New York City and South and East African ports.

Three new ships, each with a capacity of 116 passengers, are about ready. The first, the African Comet, sails from New York early in December. The African Meteor sails in January and the African Planet in March. The City of New York, motorship of 15,000 tons displacement, is now in service.

The United States Lines Company, with headquarters at 222 Sansome Street, San Francisco, is general passenger agent for the American South African Line. Descriptive folders may be obtained by writing to W. H. Maybaum, Passenger Traffic Manager, at the above address.

* * *

Pan-American Chart

PAN-AMERICAN Flags and Coats-of-Arms is a helpful wall chart, black and white, 17 by 22 inches, with extensive and detailed text on the back, published by Educational Research Bureau, 1321 M Street, Washington, D. C.; price 15 cents. Teachers will find this chart useful in preparing for Pan-American Day, April 14, 1942.

All About Rubber

THE Romance of Rubber, a 46-page book on the history, manufacture, and other phases of rubber, is offered to schools for classroom use by United States Rubber Company. A copy may be obtained, free, by any teacher who writes to the company at United States Rubber Company Building, Rockefeller Center, New York.

Written objectively, the book contains a large number of illustrations portraying modern rubber plantations, tire factories, and a vast number of industrial and household uses of rubber. Chapters are devoted to Charles Goodyear, the man who made rubber practical, and to Henry Wickham, the father of plantation rubber.

The cover illustration portrays Borobudur, one of the architectural marvels of the world. Built around 600 A. D., this great sculptured hill-temple is in Java, part of Netherlands East Indies, where much of the rubber of the world is grown.

* * *

Inter-American Bureau of Information has as Director, Alvaro A. Araujo, address Casilla de Correo 147, Montevideo, Uruguay. The bureau supplies information, material, books, photographs and clippings, in many fields. It is member of the Council of International Press Association, and Cultural Alliance between Uruguay and United States of America.

* * *

Social Studies Teachers

Annual Meeting at Indianapolis,
November 20-22

TEACHERS of social studies in elementary and secondary schools from all parts of the country meet during November 20-22 at Indianapolis. The event is the 21st annual meeting of National Council for Social Studies.

Of the 35 sessions, only 5 are general sessions. The other 30 are sectional meetings on special aspects of social studies teaching and limited-attendance study-seminars devoted to specific classroom problems. Topics include: resource units, workshops, military history, labor unions, consumer education, textbook controversies, and methods of teaching critical thinking.

The Social Studies in the Elementary School, the new Yearbook of NCSS, will receive extended discussion from its editor, William E. Young of New York State Education Department, and others.

Complete programs are now ready and may be secured on request from the Council secretary, 1201 Sixteenth St. N. W., Washington, D. C.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 37 183

NOVEMBER 1941

NUMBER 9

IMPORTANT MESSAGE

Roy W. Cloud

CALIFORNIA teachers and school officials were greatly surprised, shortly after July 12, to receive notice that the State Board of Education had adopted a resolution that enrollment in all statewide teachers organizations should not be permitted within any public school.

I shall not discuss here the reasons for the issuance of this order by the State Board of Education. I believe, however, that it is incumbent upon me to state that the maker of the motion, a retired teacher, and the member who seconded the motion, an active teacher, apparently intended that the rule should affect only California Teachers Association. There are a considerable number of other statewide educational associations in California which, had the regulation been valid, would have been in the same position as California Teachers Association. However, a statement was sent out rather generally by the maker of the motion that California Teachers Association was to be the only organization affected.

Immediately on our receipt of the State Board ruling, the advice of several attorneys was sought. Each one stated that the rule was discriminatory and as such, in all probability would be declared invalid by the courts.

Pansy Jewett Abbott, Superinten-

dent of Schools of San Mateo County, requested an opinion from San Mateo County's District Attorney, Gilbert D. Ferrell, who in turn requested a ruling from Honorable Earl Warren, Attorney General of California. A careful study of Supreme Court decisions was made, which resulted in decision No. NS3792 which was forwarded to Mr. Ferrell. Copies were also sent to the State Superintendent of Public Instruction and to California Teachers Association.

This Attorney General's decision is clear and outlines only one reason for the invalidity of the State Board ruling. The Attorney General stated that it was unnecessary for him to go into any other factors involved in the State Board ruling, as the entire regulation was invalid because of its discriminatory features. Decision NS3792 is given on Pages 10, 11 in this issue.

We are glad that a thoughtful Attorney General rendered the opinion which he did. We believe that the teachers of California owe Earl Warren a real debt of gratitude for his lucid and comprehensive opinion.

Retirement Salaries

A second matter to be discussed in this message concerns the teacher retirement salary system. California

Teachers Association diligently endeavored to benefit both the retired and the active teachers of California at the 1941 session of the Legislature, by the enactment of a retirement bill which, had it become law, would have strengthened the retirement system and made safer the retirement salaries of teachers who have already retired and those who will retire in the future. However, we were unable to have our bill enacted.

The Board of Directors of California Teachers Association, after considerable study, have engaged the firm of Coates and Herfurth to prepare material for a retirement bill which will be ready for adoption by the Association at the April meeting of the State Council of Education.

Although there are several practicing actuaries in California, Coates and Herfurth have the only consulting actuarial firm on the Pacific Coast. This firm prepared the plan which has been adopted as the retirement system for the State Employees of California. They have also prepared many other retirement plans for local and state groups. Mr. Coates, the senior member of the organization, is prepared to discuss retirement with teacher-groups.

The Directors of California Teachers Association have requested Mr. Coates, in his discussion with teacher-groups, to present the general principles of a sound retirement system and

to obtain the viewpoints and suggestions of local groups.

To further the study of retirement, Arthur F. Corey, Director of the Consulting Groups, has prepared materials for two series of studies. During November and December several hundred Consulting Groups in communities throughout California will study the entire matter of the teachers retirement salary system. Through this study it is hoped much factual material will accrue to guide the actuaries and the State Council in their plans.

All teacher groups should recognize the fact that there is no magic connected with a teacher retirement system, and that some one must pay for any retirement salary which is granted. Unless we are to embark on a pure "Ham and Eggs" plan, adequate payments must be made for an adequate retirement salary system.

It is incumbent upon all teachers to thoroughly understand state teacher retirement and all of its ramifications, because of action which may be taken by the United States Congress covering Social Security. Teachers should familiarize themselves with all the implications surrounding the adoption of a federal Social Security law, which might result in the discontinuance of state retirement systems.

It is difficult to believe that Social Security, designed for the great masses of the people, can ever be an adequate or satisfactory solution of the teacher retirement problem.

Grave fears have been expressed by many, that the present teacher-retirement Fund may not maintain itself much longer. There is no immediate danger. However, it is a fact that the present law must be changed within a reasonably short time, otherwise the income will not be sufficient to meet the demands. If such should be the case it will be necessary to use the Permanent Fund which has been accumulated since 1913.

It is the hope of California Teachers Association that a sound, sensible retirement bill may be prepared, which the teachers of the state will accept, and after acceptance that they will unitedly work for its adoption.

TEACHERS AND PRINCIPALS

PROFESSIONAL RELATIONSHIPS BETWEEN TEACHERS AND PRINCIPALS*

Anne M. Bradley, Formerly Principal Peralta School, Oakland

I SUPPOSE you have done considerable thinking about that first principal you are to have, and I'm supposed to tell you something about him—to give you some insight into the philosophy and responsibilities that determine what he does.

His policies will be very real factors in your teacher-life. You need to be able to evaluate them and deal with them professionally, rather than from the personal angle.

Probably all your lives, so far, your relationships have been mainly personal ones, but when you begin teaching, you will enter into a new type of life—a life whose purpose is so magnificent that every true teacher is stirred by the *spirit of service*; a type of life that must inevitably demand continuous *growth*. It is this vital quality in our work that makes it a profession, and that asks of us a *fine* type of response to whatever affects its purpose.

I hope both you and your principal will have a definite philosophy that insists that the school is for the child and not the child for the school; that whatever experiences in the school bring about changes in the child, the result is not merely for today, but "even unto the third and fourth generation"—a point of view that adds breadth and height to our interpretation of every-day problems.

Simple as that philosophy sounds—that "the Sabbath was made for man, and not man for the Sabbath" we are only beginning to see its implications in school life; if you accept that, many things that would be easy to do, you may not do, and many things that seem too difficult to do, you must find a way to do.

Under such a philosophy, children will not be "pupils", but growing persons. The school must provide in

classroom procedures, extra-curricular features, even in its organization of routine management, opportunity for children to live naturally and happily as children; to develop both individuality, and sensitiveness to the rights of others; and to master such tools of learning as will enable them to live more fully each year.

It is thrilling to any real teacher to look toward such an ideal, but for a group of 15 or 20 teachers to *work* consistently toward its accomplishment, calls for both organization and leadership within the group. Not even a baseball team plays without a captain.

It is here that the principal finds his "reason for being". He is charged with responsibility for administering the school so that the *individual* efforts of teachers may become organized toward a definite advance. The responsibility for the organization is his. He may, and usually will, confer on every policy with his teachers, but he alone will be blamed for failure to achieve their common purpose. It is his business to make the achievement *possible*, though the final result depends upon the appreciative, loyal co-operation of each teacher in her classroom, in the faculty, and in the community.

Supervisor of Instruction

As supervisor of instruction, the principal must determine and provide for needed changes in classroom instruction, and for the steady *growth* of every teacher in his school. Often he accomplishes both objectives at the same time. Perhaps a definite illustration will show more clearly the process that weaves children and teachers and principal into one constructive force for the progress of all. Suppose the principal becomes aware that teachers are struggling unsuccessfully with the reading problem. He works

* An address to student-teachers and all beginning teachers.

out a two-year plan which involves:

1. Testing to determine exact conditions in each class.
2. Study of re-organization of reading groups to simplify teaching problems.
3. Study of materials on hand and a plan for building toward better graded materials.
4. Study of better methods of teaching reading — so that the emphasis is along the same general line and becomes cumulative no matter which teacher handles the class.
5. Plan for remedial work.
6. Plan for re-testing at intervals to determine progress.

Since, in reality, you are to have part in the working-out of the plan, professionally you are under obligation to study it until you see the values it sets up, and to give to it creative effort toward solving the problem.

It is your part to enter frankly into the discussions with the principal and the faculty as to procedures, for the outcomes are affecting the children for whom you are responsible.

Often group undertakings, such as festivals and assemblies, initiated either by principal or teachers are also of marked value in stimulating consciousness of the whole school; work on committees is also a means for insuring teacher growth as a by-product of a real contribution to the progress of the school itself. As a growing teacher, you *need* to see the richness of purpose in such plans growing out of the leadership of the principal.

The principal must plan also to capitalize the possible goodwill of the community into a positive force for the development of the school. In this, too, he can accomplish little unless his teachers see and work for the same values. He must foster the *organized* efforts, but it is only the teachers who can send home each day happy children who believe in the school because their teacher believes in it, and so give living vitality to the organized plan.

Every time a teacher wins a parent to faith in her skill and earnest concern for that child, she has served her school professionally, and helped with the wider organized efforts of the principal.

Teachers contribute also profession-

ally in this field whenever they help with programs, or when they attend meetings of subsidiary organizations such as the PTA, Dads Club, Boy Scouts, Girl Scouts and Camp Fire Girls.

There is another element in faculty morale that concerns both principal and teacher mightily, but which often is determined by the teachers themselves. That is the matter of friendly human relationships. It is extremely difficult to keep our personal feelings and opinions from affecting faculty harmony, unless we hold ourselves strictly accountable for maintaining this definitely-professional quality within the group.

While intelligent people are sure to have strong differences of opinion about questions of school policies such as joining organizations, professionally they are bound to evaluate them by the measure of group advancement they foster. Again, we are *members* and must earnestly seek to contribute to group needs.

What I have tried to do is to picture the relationships that do exist in schools where both teachers and principal are professionally minded. It is true that many of you will go into schools where the professional atmosphere is partly or wholly lacking. Usually this is due to an undesirable type of principal—a principal who has not made a thorough study of modern administration and supervision, and who lacks perspective regarding the purpose of a school. He may be narrow and weak; he may be selfish and domineering; he may be crude, conceited, and even not a gentleman. If he is this sort of an inefficient leader, the situation becomes very much more difficult, but I see nothing that can justify a teacher's cheapening her own philosophy.

Where the principal is merely weak, teachers must be strong in getting together for their great common purpose. Where the principal is strong but wrong, a teacher must give all she can in her classroom, and then get into another school as soon as possible. Neither professionally nor personally, is it worthwhile to stay.

SOME of you may find a dominating group of teachers in the faculty who have almost no consciousness of their professional obligations. Again, the situation will be very difficult, for your difference in attitude will quickly become apparent and your motives will be misconstrued as seeking favor for yourself, or of condemning the attitude of others. While you must use all the tact and wisdom at your command, your professional obligations call for a fine courage and no surrender of principles. Usually there will be others to stand with you, if you dare to lead.

I cannot wish for *you* anything better for your teaching experiences than the privilege of working in a fine, professional way with other fine, professional teachers, and a fine, professional principal.

Things to Think About

1. What do you think might be some of the reasons for a principal's visiting your class-room??
 - a. To survey a special topic.
 - b. To study the working out of a special faculty plan.
 - c. To capitalize on your special contributions to the school.
 - d. To study the children in the school.
 - e. To have a basis for discussion of your work leading to further growth.
2. Why do you think a principal will desire individual conferences with his teachers?
 - a. To get insight into teacher's purposes and enthusiasms.
 - b. To stimulate a critical attitude toward her own procedures.
 - c. So that the teacher may find it easy to present her special problems.
 - d. To discuss mutual school problems such as a school exhibit, project, etc.
 - e. To develop insight into his plans for the school.
 - f. To seek advice about proposed changes.
3. Why may the principal ask for written outlines of proposed units of work?
 - a. So that he may study them and evaluate what he sees without need for conference time.

(Please turn to Page 48)

MEMBERSHIP DUES

ATTORNEY-GENERAL EARL WARREN DECLARES STATE BOARD RULING TO BE DISCRIMINATORY AND INVALID

San Francisco, October 1, 1941

Honorable Gilbert D. Ferrell
District Attorney of San Mateo County
Redwood City, California

Dear Sir:

This is in reply to your letter in which you request our opinion concerning the validity of a resolution adopted by the State Board of Education on July 11-12, 1941, reading as follows:

"Resolved, That all teachers organizations, statewide in activity, be prohibited from soliciting or collecting dues in the public schools, or State colleges of the State of California; be it further

"Resolved, That any public school administrator or State college president who attempts, in any way, to coerce his teachers or student teachers into subscribing to such organizations shall be considered guilty of unprofessional conduct; and be it further

"Resolved, That this resolution be printed immediately and copies sent to all State college presidents, and to all city and county superintendents, whose duty it shall be to notify all principals of schools under their jurisdiction."

You have enclosed with your request a letter addressed to you by the County Superintendent of Schools of San Mateo County in which it is argued that the resolution of the State Board is invalid for the reason that it is discriminatory in that it singles out a particular type of organization, to wit "Teachers organizations state-wide in activity". It is further stated that there are other types of teachers' organizations not state-wide in activity, as well as non-teachers' organizations, which solicit or collect dues in the public schools or state colleges of the State of California, which organizations would not be affected by the resolution.

Under Sections 2.1382 and 2.1383 of the School Code the State Board of Education is given power to adopt rules and regulations "not inconsistent with the laws of this state for its own government, for the government

of its appointees and employees, for the government of the day and evening elementary schools, the day and evening secondary schools, the technical and vocational schools of the state, for the government of the several teachers colleges of the state as hereinafter provided, and for the government of such other schools, excepting the University of California, as may receive in whole or in part financial support from the state".

Valid rules and regulations of the

State Board of Education, under the provisions of this section, would, in our opinion, be binding on the teachers and local school authorities. However, rules and regulations of the State Board enacted under the section are, in our opinion, subject to the Constitutional limitation prohibiting the enactment of discriminatory laws.

It was said in *Pasadena v. Stimson*, 91 Cal. 238, at page 251:

"The conclusion is that, although a law is general and constitutional when it applies equally to all persons embraced in a class founded upon some natural or intrinsic or constitutional distinction, it is not general or constitutional if it confers particular privileges or imposes peculiar disabilities or

Mr. Ferrell's Letter to Mr. Roy W. Cloud

GILBERT D. FERRELL
District Attorney
DANIEL E. SULLIVAN
Assistant

OFFICE OF
DISTRICT ATTORNEY
COUNTY OF SAN MATEO
REDWOOD CITY
CALIFORNIA

LOUIS B. DEMATTEIS
Chief Deputy
BURRESS KARMEL
ELINOR LOUISE FALVEY
Deputies

October 8, 1941

Roy W. Cloud
State Executive Secretary
California Teachers Association
155 Sansome Street
San Francisco, California

Dear Mr. Cloud:

I thank you very much for your good letter in reference to my having secured an opinion from the Attorney General covering a recent ruling of the State Board of Education. I am inclined to think that you are giving me more credit than I am entitled to, and that the credit more properly belongs to Miss Abbott, our County Superintendent of Schools, for the reason that she was very much interested in this matter and discussed it with me and desired that I obtain for her an opinion from the Attorney General, which, of course, I was pleased to do.

I felt that inasmuch as this matter was one of state wide interest and importance, it was desirable to have a ruling from the Attorney General's office rather than to have interpretations placed on the ruling by local District Attorneys, in which event there might possibly have been a variance in view. As far as I am concerned, however, I agree entirely with the opinion rendered by the Attorney General and accept the same as my own.

I remember very well my former associations and work with you during the time when you were County Superintendent of Schools of San Mateo County, and when I was a deputy in the office of former District Attorney, the late Judge Franklin Swart, and I wish to assure you that it is always a great pleasure to hear from you. At any time that I can be of assistance to you, I will be pleased to have you call on me.

With very best wishes and personal regards; I am,

Cordially yours,

Gilbert D. Ferrell,

District Attorney

GDF:LB

burdensome conditions, in the exercise of a common right, upon a class of persons arbitrarily selected from the general body of those who stand in precisely the same relation to the subject of the law."

And in *Ex parte Miller*, 162 Cal. 687, at page 698, it was stated:

"A law is general and uniform in its operation when it applies equally to all persons embraced within the class to which it is addressed, provided such class is made upon some natural, intrinsic or constitutional distinction between the persons composing it and those not embraced in it * *. The difference on which the classification is based must be such as, in some reasonable degree, will account for or justify the peculiar legislation."

The rule of the State Board would apply to any teachers' organizations state-wide in activity but would not apply by its terms to a teachers' organization county-wide, city-wide, district-wide or local in its activities. The rule would deny privileges to teachers' organizations state-wide in their activities but would grant those privileges to other teachers' organizations.

Applying the reasoning of the Supreme Court as enunciated in the above cases, the classification does not appear to be based upon any natural, intrinsic or constitutional distinction, nor upon any reasonable classification. As such we conclude the rule to be discriminatory and invalid.

Our conclusion, as aforesaid, makes it unnecessary to consider other arguments advanced urging that the rule is invalid.

Very truly yours,

Earl Warren, Attorney General

By T. A. Westphal Jr., Deputy

* * *

Alhambra City Teachers Club issues an attractive and praiseworthy quarterly journal, *A.C.T.C. News*; Milton J. Wilbur is editor; chairman of the publications committee is Arthur Kruger. A recent issue contains interesting material on the CTA Consulting Group in Alhambra, part of the program of California Educational Policies and Plans Committee, of which Dr. John A. Sexson of Pasadena is chairman.

Re Membership

American Association of School Administrators Convention, San Francisco, February 21-26

S. D. SHANKLAND, executive secretary, American Association of School Administrators, in a recent letter to the State Executive Secretary of California Teachers Association, makes the following statement concerning membership:

Active membership in American Association of School Administrators is open to all members of National Education Association who are engaged in supervisory and administrative positions — namely, state, county, and city superintendents, and associate, assistant, and deputy state, county, and city superintendents, and supervisory and administrative officers in city and county school systems exercising the functions of associate, assistant, or deputy superintendents; all state and national officers of educational administration; the heads of teacher-training institutions, colleges, and universities having departments or colleges of education, the heads of these departments or colleges of education, and professors of school administration or supervision in these institutions.

Associate Membership. All members of National Education Association who are actively engaged in any phase of school work may become associate members of this Association by paying the regular membership fee of \$5. They are entitled to all the privileges of this Association, except the right to vote and hold office.

In response to the question as to whether or not teachers at an Institute may attend the convention. Mr. Shankland states:

Under the terms of our constitution we are required to reserve the seats on the main floor of the convention for members of American Association of School Administrators. After that we are happy to seat as many others as possible. Any member of National Education Association may register and may attend the sessions of the convention.

The General Sessions are only a fraction of the convention activities. There will be over 200 additional meetings sponsored either by our own Association or by allied or affiliated departments and organizations; also, over 100 breakfasts, luncheons, and dinners. No badges are required for attendance at any of these meetings or functions. Hence I foresee no difficulty in providing a place for everyone who wishes to listen to speeches.



A Winning Poster by Leonard D. Hunter, Eureka Junior High School, Humboldt County

Humane Education

IN announcing its 17th yearly Poster Contest, The Latham Foundation for the Promotion of Humane Education has increased the number of its cash awards and scholarships.

There are 155 cash awards ranging from \$1 to \$50. These are given to students of all grades, from the first up through art schools and colleges. Posters are judged according to age-groups. Certificates of merit are also awarded in each group. In addition, there are 23 valuable art school scholarships sponsored by leading limited United States and Canadian art schools.

The best posters from each contest are made up into Traveling Exhibits. There are now 40 of these being circulated. These are free, with the exception of a one-way express charge which is quite low.

This contest closes April 1, 1942. Illustrated contest rules and details concerning the poster exhibits can be obtained by writing to John T. Lemos, art director, Latham Foundation, Box 1322, Stanford University.

* * *

Sarah L. Young, Principal, Parker Elementary School, Oakland, is a member of Executive Committee of National Education Association Department of Elementary School Principals.

CTA CONSULTING GROUPS

THE FUTURE OF TEACHER RETIREMENT IN CALIFORNIA¹

Arthur F. Corey, Los Angeles; CTA State Director of Consulting Groups

IF teacher-retirement is to have any future in California it seems obvious that legislation must be enacted soon to strengthen the present state system.

It has been estimated that within two or three years the expenditures from the fund will exceed its income. Expenditures are mounting year by year as the retirement rolls increase. Income is not increasing proportionately. When the fund begins to show an operating deficit the reserve will be depleted rapidly.

Some Basic Assumptions

In assessing the possibilities for retirement legislation it is imperative that some basis of determined policy be accepted. An honest appraisal of professional and public attitudes must convince anyone that common-ground is difficult to discover and that almost any basic assumptions may be challenged.

The following general but important points may be considered, however, as fairly well agreed upon:

1. Adequate teacher-retirement provisions are desirable and may be defended on social and educational grounds.

2. The present California Teacher Retirement System is inadequate and unsound.

3. An adequate retirement system should provide for removal from service for disability as well as old age.

4...The necessary financial burdens to reconstruct the retirement system should be shared by the public and the teachers themselves.

Many Issues to be Faced

Before an actuary can prepare retirement legislation he must be given a general idea of the kind of retirement system that California teachers desire and are willing to pay for. The details of the program must undoubtedly be left to experts but the general pattern must be decided upon at the outset. Among the many alternatives are several worthy of general study and reaction. These issues will form the basis of the report to be submitted by the Consulting Groups on this topic.

1. (a) Should teachers be qualified for retirement after a specific period of service (30 years at present) or (b) should retirement be provided at a specific age or (c) on a combination of the two?

Many state systems provide a minimum age-qualification of 60 or 65 years for retirement. Such plans are able to provide retirement at less cost than those which make retirement possible after a minimum period of service.

The Pennsylvania system is now considering the possibility of changing its minimum retirement age from 62 to 60 years of age. Its actuary estimates that this change of two years in minimum age would cost the state something over \$1,000,000 per year and the teachers a proportionate amount.

2. (a) Should all teachers, regardless of age at entrance to the system, pay the same contributions or (b) should the amount paid be graduated with age?

Many plans use the graduated rate on the theory that the older teachers, who will profit soonest and make fewer payments, should contribute more heavily than the younger teachers who pay for a longer period. A flat rate system assumes that the younger teachers pay not only for their

share of their own retirement but also for a portion of that of their older fellow-workers.

3. (a) Should the retirement salary be established as a specific amount for all teachers or (b) be a proportionate amount of the salary earned?

If retirement salaries are to be based on salary earned it is, of course, necessary to provide for contributions on the same basis. The arguments pro and con are rather obvious. Teachers in larger cities with higher living costs and higher salaries usually favor the percentage plan, while rural teachers usually support the flat allowance.

4. (a) If retirement is to be a flat amount for all teachers, how much should it be; (b) if a percentage, what should the percentage be?

This question must be answered, not in terms of what one would like to receive, but with practical consideration of what one, with reasonable public assistance, may hope to finance.

5. How much are California teachers willing to pay for a sound retirement system?

Teachers must honestly consider the maximum amounts which they are willing to pay for retirement salaries. This question might be approached from several angles. How much are teachers willing to pay for making the present salary of \$30 a month sound?

How much would they be willing to pay for a sound system which would promise \$75 per month?

And how much could they pay for a system offering one-half the basic salary on retirement?

In approaching this problem the thoughtful teacher will wish to keep in mind the cost of a similar proposal if purchased as private insurance. In most of the better state systems teachers are now paying from 3 to 8% of their salaries for retirement.

6. (a) Should teachers who are already retired share in any contemplated increases in allowances or (b) should they merely be guaranteed the soundness of the retirement now promised them?

This is perhaps the most difficult problem in the whole retirement situation. The liability for those already retired must fall, of course, either upon those who are still contributing to the fund or upon the public. There is no doubt that those who served at absurdly low salaries in past years should now have adequate retirement. Shall

¹It is hoped the consulting groups will complete this topic and forward their reports prior to December 1 in order that the retirement committee may consider them at their December meeting.

it be provided, and if so, who should pay the bill?

A Word of Warning

Agreement on these and other issues is obviously impossible. Any retirement proposal will be a compromise between divergent views. Not all teachers can have the kind of retirement they might personally wish.

Now is the time to study,² discuss and differ on retirement. Reactions will be assembled and analyzed.

When the obvious will of the majority expresses itself in a specific proposal only the intelligent, aggressive support of all teachers and friends of education can make its passage a certainty.

²See Suggested readings, P. 13, October Sierra Educational News.

CTA Consulting Groups are studying:

Topic 1. The Background of Teacher Retirement in California.

Topic 2. The Future of Teacher Retirement in California.

Topic 3. The Educational Implications of the Keesling Report.

Topic 4. Education and the Rising Cost of Government.

Anyone interested in forming a Consulting Group should write to California Teachers Association, 155 Sansome Street, San Francisco, for information and materials.

PREVIEW TO OUR PROFESSION

Carol Wagers, Oakland; Publicity Committee, California Student-Teachers Association

INTEREST in California Student Teachers Association has steadily increased proportional to the progress of the organization. The Association was organized in 1937 and is now on a solid foundation with fine prospects. With the guidance and approval of California Teachers Association a well-organized society has been constructed.

Student-teachers from 25 teacher-training institutions throughout California have combined their efforts in constructing this serviceable organization.

On the campus of each of these 25 teacher-training institutions there is an institutional division or local chapter of CSTA, formed to suit its own needs.

These local units represent the action liberated by the efforts of the individuals. It is the individual student-teacher who gives the Association its meaning just as the individual teacher gives meaning to CTA.

Our well-organized state group, then, consists of 25 units with a loosely knit and flexible construction at the head. Each local chapter having 30 members enrolled as members of CTA is entitled to send one delegate to the Executive Council of California Student Teachers Association, which meets jointly with CTA State Council of Education in April and December of each year.

Local chapters are also entitled to send delegates to their respective CTA

Section Council meetings. These delegates take back to their local chapters a broadened understanding of the teaching profession. They witness the process by which educational and legislative leadership is furnished to the California public school system. They have a richer background and experience with which to start their teaching work.

Great opportunity for familiarity with the teaching profession is carried on in the local units. Here each

*Harriet Gould, Fresno State College;
President, California Student-Teachers
Association*



individual teacher has his opportunity to become acquainted with leaders in his chosen profession. Group-activity terminates in final analysis of studies pertinent to the entire organization.

Our organization is a means of sampling our profession; it is a preview to our lives as teachers. With the guidance and confidence of the CTA we will accomplish our aims.

* * *

Radio Broadcasting, a selected and annotated bibliography for teachers and students, is the title of a 32-page mimeographed bulletin, issued by Los Angeles County Superintendent of Schools, Division of Secondary Education, as a WPA project.

Another extensive and useful bulletin comprises 3 radio scripts for high schools, with production technics. Mr. Clifton's office in recent years has issued a large, varied, and valuable group of monographs to aid teachers in their work.

* * *

School for Librarians

RIVERSIDE Library Service School, established 1913 and accredited by the State Department of Education, is directed by Charles F. Woods and is an important school for the training of librarians.

It utilizes Riverside Public Library which has over 200,000 books and pamphlets and also functions as a county free library serving more than 80 branches and stations in a county (Riverside) nearly as large as the state of Massachusetts.

The school has trained more than 1,000 students drawn from 39 states and several foreign countries. An interesting illustrated bulletin is available describing the school and its courses.

SUPERINTENDENTS CONFER

SANTA CRUZ CONVENTION UNDER LEADERSHIP OF DEXTER AND WRIGHT WAS NOTABLY SUCCESSFUL

ANNUAL conference of California City, County and District Superintendents of Schools, recently meeting at Santa Cruz under call of Dr. Walter Dexter, State Superintendent of Public Instruction, was an outstanding success. Frank M. Wright, President of Association of California Public School Superintendents, Dr. Dexter and their many helpers all merit heartiest congratulations upon the splendid series of valuable meetings.*

Rabbi Goldburg of Fort Ord addressed the Vesper Service, Sunday evening, in the Civic Auditorium. At the opening general session Monday morning, Mr. Wright and Dr. Dexter addressed the convention. The luncheon by California Congress of Parents and Teachers, at Casa del Rey, featured an illuminating talk by Mrs. Ernest Rufer, State Chairman of School Education of the Congress.

Big College Dinner

On Monday afternoon were numerous section-meetings on specific educational problems, with excellent presentations and panel discussions. That evening all groups combined in the big College Dinner, with a timely message by President Russell M. Story of Claremont Colleges.

Tuesday started with breakfasts by the county superintendents of schools and by the recently-organized California Bookmen's Association, of which Clyde S. Jones (World Book Company) is president.

At the morning general session, greetings were brought from CTA by Roy W. Cloud, state executive secretary, and from NEA by Leonard L. Bowman, state director for California.

*Space limitations enable us to present only a brief digest of the convention; a comprehensive account could easily fill an entire issue of this magazine. Excerpts from Mr. Wright's presidential address will appear in a later issue. — Ed.

Professor Henry W. Holmes of Harvard University spoke on the fighting faith of our great republic.

The Women's Luncheon was addressed by Mrs. Ardella B. Tibby, city superintendent, Compton; the Men's Luncheon had a sound and optimistic address on state finances and education by George Killion, State Director of Finance, who issued a stern warning against the tax-reductionists.

The Tuesday evening general session, patterned on Information Please, aroused keen interest and elicited a wide series of practical and timely questions. Walter T. Helms of Richmond presided in admirable manner. Among those on the large panel were Roy W. Cloud, Alfred E. Lentz, J. C. Beswick, Beach Vasey, and others.

Homer H. Cornick, city superintendent, Santa Cruz, as general chairman of the local committee on arrangements, received many compliments upon his work. Dr. Thomas L. Nelson, district superintendent, Bakersfield, presented the Resolutions Committee excellent and comprehensive report which was unanimously adopted.

New officers elected were Walter L. Bachrodt, San Jose, president;

Walter L. Bachrodt, San Jose; newly-elected president of Association of California Public School Superintendents



Frank M. Wright, El Monte, vice-president (the retiring president becomes vice-president); Jesse R. Overturf, Palo Alto, continues as secretary; and R. Bruce Walter, Los Angeles, continues as treasurer.

Additional members of the Board of Governors are William F. Ewing, Oakland; Guy A. Weakley, El Centro; and Mrs. Agnes Weber Meade, Marysville. Chairman of the Legislative Committee is John R. Williams, Stockton.

The 1941 convention was a worthy successor in the long line of praiseworthy conferences of California's administrative group.

* * *

League College

SIXTEENTH Annual League College, sponsored by the National League of Teachers' Associations, was held at Yale University in July. The general subject, The Defense of Democracy: What Can the Schools Do? was discussed by educators from 16 states and 24 cities. Respect for personality was a recurring theme in the course of the lectures.

League College is a "Study-Your-Own-Problems" conference on a national scale. It develops leadership and promotes research in the fields of tenure, retirement and other social and economic matters.

The officers of the National League have accepted the invitation of Dr. George Willard Frasier to hold the 17th Annual League College at Colorado State College of Education in Greeley, following the Denver convention of NEA.

The fee of \$45 for the two-weeks session covers tuition, room, board and a week-end trip to the mountains.

We are looking forward to meeting some of our California friends at this profitable and enjoyable session. For further information address Helen F. Holt, President, 1543 Santa Clara Avenue, Alameda.

* * *

Helen F. Holt, Washington School, Alameda, is president of National League of Teachers Associations which, among other worthy activities conducts summer conferences and issues two publications, National League Bulletin and Education Digest. Miss Holt recently served as NEA State Director for California and has long been prominent in professional and organization work.

As I See It

Kenneth E. Nevins, Principal, Paradise School, Butte County

DEAR Mr. Editor:

It has been said
That nothing is easier
Than fault-finding. I
Believe the statement to
Be true. A person
Who wants to set
Up in the grumbling
Business requires no talent,
No self-denial, no
Brains and no character.
So I try to
Keep still if I
Can't say some good.

But right now, Mr.
Editor, I'm ready to
Complain, I'm disgusted. I'm
Nauseated. I'm like the
Snake that doesn't know
If he has a
Stomach-ache or a
Sore throat. I'm just
Sore all over!

Now, Mr. Editor, if
You have read this
Far, I'd like to
Tell you what is
Wrong. I know a
School teacher who, a
Few years ago, was
Drawing seventy-five dollars
A month for nine
Months, for teaching school.

She was overworked,
Underpaid, and had no
Hope for a better
Future. Then someone
Persuaded her to come
To California. Now she
Is receiving one hundred
Forty dollars *every month*
Of the year. And
Mr. Editor, she actually
Told me that she
Couldn't afford to join
The CTA this year.
I'm afraid I forgot
My manners.

Now, Mr. Editor,
I hope you will
Forgive me if at
This time I attempt
A bit of the
"Confession" type of literature.
My secretary informs me
That it is usually
Hot enough to satisfy
Almost anyone. I really
Think I'm paying
You quite a compliment
Because I feel that
Truth is a very
Precious article and I
Try to economize in
Its use.

I am a member
Of California Teachers
Association. In my bill-
Fold is a neatly
Printed receipt to prove
It. In fact I
Have all my old
Membership receipts. I keep
Them in a box
With some paid notes,
Cancelled checks, insurance policies,
Stock certificates, and some
Other more or less
Valuable papers. And Mr.
Editor, do you know
That those CTA receipts represent
Just about the only
Investments that have paid
Any satisfactory dividends in

A long, long time?
I really believe that
From a dollar-and-
Cents standpoint they
Represent my best business
Judgment. Depreciation has made
My stocks worthless. A
Mortgage became a liability.
And even my budgets
Won't show what I
Got for my cancelled
Checks. But my little
CTA and NEA
Receipts represent things that
Neither economic depression nor
Social revolution can take
Away from me. They
Brought me contacts with
The great Glenn Frank,

John Dewey, and others.
I've learned how that
Fine character, the American
Teacher, meets and deals
With every-day
Problems. I have found
Help in their earnest
And sincere articles and
Have been encouraged by
The realization that they
Are very much like
Me. They are struggling
With the same vexing
Problems. Never do I
Lay down the Sierra
Educational News or the
NEA Journal that
I don't feel better
Fitted to master the
Perplexities that have harassed
Me, because I have
Received some timely advice
From a teacher who
Has a sympathetic understanding.

And Mr. Editor,
That isn't all. We
Have passed through some
Troublous years. Even some
Of our statesmen were
Quite alarmed. But I
Have rested easy, knowing
That there was an
Able body of men and
Women looking after the
Interests of the schools
And school teachers. I
Know that the legislation
That gave us higher
Wages, retirement incomes, tenure
And the many things
That have raised teaching
From a job to
A profession, came because
The teachers organizations worked
Toward that end.

Yes Sir, I have
Great faith that the
CTA and NEA
Will continue to look
After my interests, and
What is more important
The interests of my
Pupils. I realize that
Organizations like ours
Can really make them-

Selves felt when there
Is any possibility or
Likelihood of something
Happening which would be
Detrimental to our progress.

I also realize that
Without such organizations
The schools are absolutely
Helpless.
Now, Mr. Editor,
I can't tell you
All the services my
Three dollars buy. If
I were to go
Into such detail it
Would fill every column
In your magazine.

Briefly, I've been a
Member of the CTA
For some time. I'm
Going to pay my
Dues if I have
To make the grocer
Wait. I will attend
Institute if I have
To thumb my way
And impose on my
Relatives for room and
Board. I'm going to
Do my part, even
If it be small,
To show my appreciation
Of an organization that
Is really paying dividends.
(Watch my school for 100%)

As for you, gentle
Reader, if these "true
Confessions" aren't hot enough —
Help yourself to the
Paprika.

* * *

Your City at Work, Los Angeles Yearbook 1940, a handsome, large format, splendidly illustrated brochure of 85 pages, is of great interest to the people of Southern California and throughout the whole State.

The section on Education and Recreation includes libraries, playgrounds and parks. The public schools are not included as they are amply covered in publications issued by Los Angeles City Schools.

Hearty congratulations to the people and children of Los Angeles upon the many progressive features displayed in this beautiful yearbook.



*All California communities observe
American Education Week*

CTA Board of Directors

*Digest of Minutes of Meeting of
October 4, 1941*

CALIFORNIA Teachers Association Board of Directors held a regular meeting October 4, at State Headquarters, 155 Sansome Street, San Francisco; President John F. Brady presiding; all members present.

Minutes of previous meeting, financial statement, membership report, and placement reports were approved.

Honorary Life Membership was granted J. D. Sweeney of Red Bluff, in recognition of his long service to California Teachers Association.

California Supreme Court decision on South Whittier case was discussed; see October issue of this magazine, pages 14-16.

The Attorney General's opinion declaring invalid a recent ruling of the State Board of Education was discussed; see further account and the opinion in full elsewhere in this issue.

The state committee to assist in arrangements for the forthcoming convention of American Association of School Administrators was enlarged and the Secretary was instructed to confer with Frank M. Wright, president of Association of California Public School Superintendents, for additional nominations. William F. Ewing of Oakland is chairman of this large and representative statewide committee, complete roster of which will appear in a subsequent issue of this magazine.

Barrett N. Coates, of the firm of Coates and Herfurth consulting actuaries, was

Institute of World Affairs

DR. Eliot G. Mears, of Stanford University, is announced as director of the 19th session of Institute of World Affairs, at Riverside Mission Inn, December 7-12.

Announcement of the selection of Dr. Mears, professor of geography and international trade at the Palo Alto school, to direct the institute was made by Dr. Rufus B. von KleinSmid, president of University of Southern California and chancellor of the institute.

The World in Turmoil will be the general theme for the 6-day meeting of educators, government representatives and authorities on international affairs.

named as the actuary to prepare California Teachers Association retirement bill for the 1943 Legislature.

Thelma Missner, Fremont High School, Oakland, was named chairman of the special group for tenure study. The Classroom Teacher Department presidents have named Mrs. Harriet Rose Lawyer of Berkeley to this committee. Roy E. Simpson of South Pasadena becomes chairman of the Certification Committee.

A committee on Public Lands was created, comprising Frank M. Wright, Robert H. Blee, A. E. Lentz, T. C. McDaniel, Lila Melendy, Bruce Miller, Chas. K. Price, Dr. E. H. Staffelbach, Walter Willey, and Waldo Williams.

The Secretary was named as the California member of National Education Association Commission on National Defense.

Request from California Scholarship Federation for affiliation with California Teachers Association was approved, providing the Federation complies with the membership requirement.

A motion by Mrs. Burkett that a resolution be presented at the forthcoming State Council meeting, urging National Education Association to actively assist teachers to create state retirement systems in states which do not have such systems, was carried.

* * *

Joan Steelhammer, student at Sequoia Union High School, Redwood City, San Mateo County, is member of Student Advisory Board of Student Life, official journal published by NEA National Association of Secondary-School Principals. Appearing monthly, October to May, its purpose is to encourage better practices in student activities in secondary schools.

Only ten students in the whole United States are chosen as members of the Advisory Board. Joan also is commissioner of publications and editor-in-chief of Sequoia Times, the school paper.

CLASSROOM TEACHERS

CLASSROOM TEACHERS DEPARTMENT, CTA CENTRAL COAST SECTION

Margaret Williams, President; Teacher, Branciforte Junior High School, Santa Cruz

IF paramount importance is the task of the school to prepare young people to meet the many problems that will face them in community life.

The teacher must help the pupil to analyze his capacities and abilities and aid him in the securing of reliable information about requirements and possibilities in the adult field he has chosen.

We see the early beginning of this guidance in the junior high schools, and a continuance of it, in addition to actual vocational training, in the senior high schools and colleges.

But it is important that even stronger bridges be built between school experiences and life situations, for only too often the training offered appears inconsistent with the student's future.

In order to do this work successfully the teacher must be cognizant of the changing nature of our society and must realize the responsibility and the importance of the task of individual guidance. Maladjustments in the pupil often result in individuals becoming liabilities rather than assets to their communities. When this happens, the school has failed in its most significant task, the creation of good citizenship.

Guidance Is Imperative

Present complexities in social and economic life have made direct, reliable, and systematic vocational guidance highly necessary for all students. Careful planning and cooperation are required if students are to know of opportunities that are open to them, become conscious of their own interests, and learn whether they possess the necessary qualifications for a successful performance. In this connection, many communities have recently set themselves earnestly to the task of aiding their young people in securing life experiences in return for educational values.

Selected and supervised community experiences offer young people opportunities to be useful and to learn. Some of these communities have arranged programs that combine opportunity for training and experience for work. Interested citizens agree to accept students on a part-time learning

basis, and the school undertakes to provide related instruction.

A large majority of the employers express a genuine willingness to cooperate with the school. Sooner or later most students require assistance in locating suitable employment, so this guidance program would be incomplete if its service did not include placement and follow-up aid for those attempting to secure employment.

Santa Cruz High School, under supervision of James A. Burt, head of the commercial department, and with the encouragement and help of the principal, Walter E. Elmer, since 1938 has centralized its placement work in one bureau under a director of placements who is directly responsible for this work. This bureau seeks to close the gap between school and community and guide the pupil into the proper channel of productive work.

Growth in Placements

There has been a continuous growth in the number of placements since the formation of the Bureau.

1938-39	28
1939-40	50
1940-41	124

This growth should continue as the Bureau becomes better known and established in the community. Once the business houses receive good results from the students recommended, they are sure to call on the Bureau again.

The Bureau makes a survey in the fall regarding the number of students who worked during the summer to ascertain the kinds of jobs available. Another survey is made in the spring to ascertain the number who will be interested in finding work during the coming summer or permanently.

One of the interesting and necessary phases of placement work is the direct contacts which the director makes with employers. This helps to bring about a better understanding between the school and the firms which employ graduates.

The Bureau keeps on hand, information regarding preparation, requirements, and examinations for civil service positions. It is also the clearing-house for information regarding the Army, Navy, and Aviation schools.

Future plans for the Bureau include increased library material, publicity through the various school departments and local newspapers, more personal information on students, and an analysis of the types of

jobs in the local area, as well as added material for the student on "How to Apply for a Job."

The success of this Placement Bureau is due to James A. Burt, director, who has been directly responsible for its growth.

The transition from school to community life in social-civic affairs is a difficult one also. Students often participate so actively in the civic life of the school that they fail to join community groups and participate in community activities. Often when these students graduate and school ties are broken, they find it difficult to establish community connections. So it might well be the problem of the school to become more closely related to the community problems so that the pupils might take a more active part and so feel less the transition from school to community life.

THE guidance program of any school in the last analysis depends on the human factors involved—the teacher and the pupils and their relationships. The guider needs experience, knowledge, patience, and good judgment. He must understand the experiences, aptitudes, interests, and personal traits of the individual to be guided, his total being in relation to his environment. Fortunately, more and more teachers are recognizing that mastery of subject matter is not the only important goal in learning, that learning to live attuned to one's environment is the most important accomplishment of an individual.

* * *

Classroom Arts

NATALIE Robinson Cole, elementary teacher at California Street School, Los Angeles, is author of *The Arts in the Classroom*, published by John Day Company and now appearing in its second printing; price \$1.75.

The material was contributed by a group of 9-11-year-old children during the fourth and fifth grades at that school. Half the group were Mexican, a quarter Chinese, the rest Japanese and American.

In this warm, sympathetic book, Mrs. Cole tells how she guides her pupils in creative art activities and to accomplishments in painting, clay work, block printing, dancing and writing which the educators consider truly remarkable.

Robert Hill Lane, assistant superintendent of Los Angeles City Schools, states in the preface, "This book shows how an intelligent, sympathetic and kindly teacher released the creative spirit in her pupils and secured results which are almost unbelievable."

SALESMANSHIP

SALESMANSHIP FROM THE CLASSROOM TO THE COMMUNITY; A FUNCTIONAL APPROACH

LaMar L. Hill, Commercial Teacher, El Monte Union High School, Los Angeles County

EVERY man, woman, and child has daily need for the art of "selling". Everyone has something to "sell". Salesmanship as a course has little value if it does not help to develop the art of persuasion.

With these bases in mind the teaching of Salesmanship in El Monte Union High School was organized to give students practical selling experience; to help develop in students enough understanding, insight, and imagination to "sell" themselves, an idea, a good, or a service; and to make them more intelligent consumers.

To satisfy more closely the needs of our students, Superintendent Robert S. Hicks, Henry DeGaris, chairman of the commercial department, and the writer designed a Salesmanship course, divided into 4 major activities, with variations for beginning and advanced students: 1. The study of the theory of selling; 2. classroom demonstration and merchandise displays; 3. business management of the school paper; and 4. practical employment training.

When the superintendent first suggested these fields of activity I was skeptical as to the possibility of being able to conduct so many projects, and at the same time keep under control a class of high school students. With the exception of the short time required to get the program under way, the response of the students was very satisfactory. After making a few sales, or at least some attempts, they realized how inadequate was their experience and knowledge of selling, because it was then that they earnestly began to seek anything which would help them obtain results.

A textbook is used to help teach the theory of selling.¹ Special em-

phasis is given to units on personality-development, sales process, customer types, applied store mathematics, and merchandise information. The development of a "marketable personality" has an important place throughout the course.

Anecdotes are frequently told concerning the types of students in our school who have obtained and held sales jobs. Reports by class members, who hold part-time jobs, on what they consider most important in selling usually emphasize personality. This helps to put to work the theory of selling. Students eventually realize that to sell they must first have

something besides a product or service to sell—a pleasing personality.

We are fortunate in having large built-in glass cases extending across the back of the salesmanship room, and one large display window extending out into the hall. Cartons, bottles, boxes, and display materials are obtained from students' homes and local merchants. With this material students make various types of grocery, drug, hardware, and clothing displays. Frequently students bring for their displays material from stores where they work. To avoid criticism from rival merchants no prices nor signs are put in with the goods.

Demonstrations and Displays

During the Christmas season, especially, time is devoted to wrapping and packaging. A contest is conducted to see which class member can wrap the most attractive Christmas

El Monte Union High School, El Monte, California

Employer's Employment Training Report

Salesmanship

IDEAL: "Every life is to help all lives; each man should live for all men's betterment"—Alice Cary.

The four major activities:

1. The study of theory and personality development.
2. Classroom demonstration and merchandise displays.
3. Business management of the school paper—sell ads and keep books.
4. Employment training program—jobs in local stores.

Student _____ Date _____
Please mark "S" for superior; "A" for average; and "P" for poor.

PHYSICAL ATTRIBUTES

Health _____
Dress _____
Voice _____
Posture _____
Physique _____

MENTAL ATTRIBUTES

Alertness _____
Accuracy _____
Enthusiasm _____
General Information _____
Initiative _____
Judgment _____
Optimism _____
Use of effective English _____
Memory _____

MORAL ATTRIBUTES

Honesty _____
Industriousness _____
Ambition _____
Consistency _____
Courage _____
Loyalty _____
Reliability _____

SOCIAL ATTRIBUTES

Friendliness _____
Cheerfulness _____
Co-operation _____
Courtesy _____
Tact _____

Employer's Comments or Suggestions

Name of Store _____

Employer's Signature _____

¹Fundamentals of Retailing by Walters & Rowse (Second Edition), South-Western Publishing Co.

package. The best packages are used to make a timely display. This activity has become an annual affair.

Sales demonstrations are given by every student in the class. They use the goods in the various displays to make the activity as real as possible. Those members of the class who have had a reasonable amount of practice sell the same article to other members, who take turns dramatizing different types of customers. All demonstrations are followed by combined critiques of how the selling was done and how it could be improved.

Business Management

Selling ads for the school paper on a 10% commission basis affords a practical approach to the whole selling field. The compensation helps to motivate action and learning. Life-like selling experiences make students realize that there is much to be learned before one can sell successfully. The whole body of theory then becomes significant to them.

Each student is put in complete charge of the business connected with the ads they sell, such as making up the ad, issuing receipts, collecting money, distributing papers to advertisers, and keeping accurate records of all accounts. Every week their account records are checked by two advanced bookkeeping students, who keep books for the entire class under the supervision of the bookkeeping teacher.

BESIDES selling ads and acting as business managers of the paper, the class has sponsored campaigns to sell student-body

tickets. Despite the fact that the tickets sold for twice as much as the year before, they helped to sell over 200 more tickets than were sold the previous year.

The entire class participated in the selection of the campaign themes, slogans, methods of publicity, such as broadcasts over our two-way public-address system, school paper, local papers, and posters. Some gave sales talks to 8A students before the latter entered school at mid-term. This was an especially valuable experience because it afforded an excellent opportunity for group selling.

A campaign highlight was the series of sales talks, poems, and skits the students helped write and presented over the school radio system.

Good selling, and by that I don't mean peddling or order-taking, can not be learned from reading and discussing artificial situations. Because of the belief that one of the best ways to learn how to sell is to go through the actual experience of selling, we have organized an "employment training program". Every member of the Salesmanship class is urged to obtain a part-time sales job.

In order to aid them, methods and techniques on how to secure a job are studied, demonstrated, and discussed. Motion-pictures are shown on how to get a job. The students are expected to get their own jobs, if possible. In some cases we have given them direct aid, or recommended them for a job, but experience has proved that the plan works better if they are left largely to their own responsibility or initiative.

To stimulate an active interest in the development of those attributes so important to good selling, we ask those stores or employers to rate the salesmanship students

working for them in part-time sales jobs. Employers report form is shown on the opposite page.

Employment Training

Twenty-five per cent of our salesmanship students work in part-time sales jobs. During the Christmas rush an additional percentage is usually able to obtain sales work. Most of these students receive the regular rate of compensation. In all cases where they are not paid to begin with, they are paid when they prove satisfactory. An effort is made to get them to realize that if they receive only experience, for a reasonable time, it is good compensation. Sometimes students are able to work themselves into a full-time job.

From experience reports given by the students and from employers rating reports it is evident that a substantial amount of educational experience has been obtained. Attitudes expressed in these job reports are often interesting and gratifying. It is evident that some of the attitudes and ideals we try to instill have been adopted and their significance appreciated. Things like courtesy, responsibility, honesty, consistency, loyalty, and efficiency help them get a job, and if properly applied, keeps it for them.

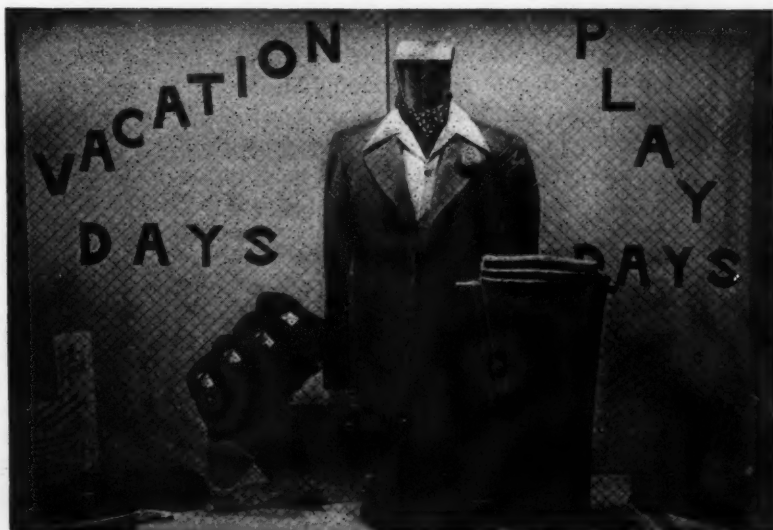
Some of the typical remarks made by the students are as follows: "Boy! I didn't know it was really so tough to get a job. I never realized before how hard it is to hold a job or make money. You certainly meet a lot of different people. I thought selling was easy until I got this job." . . .

Incidental to the other activities are frequent trips to appropriate local business organizations. Having had about 3½ years of professional selling experience, it is sometimes possible for the teacher to give helpful information. Professional salesmen are asked to speak and demonstrate various phases of selling.

THROUGH these four major activities our salesmanship students are starting a "marketable personality", learning something about how to sell themselves, an idea, a good, or a service, and some are simultaneously acquiring practical sales experience. In our Salesmanship course can be found for students some self-realization, some preparation for economic self-sufficiency, and opportunities to develop civic responsibility through service.

Algebra, a textbook of determinants, matrices and algebraic forms, by Ferrar of Oxford University, England, and published by Oxford University Press (114 Fifth Avenue, New York City), is primarily for undergraduates; price \$3.50. The Press issues quarterly the *Journal of Mathematics*, Oxford Series, and many books in that field.

Display window in the corridor. Display by advanced salesmanship student; clothing loaned by a local store.



SCHOOL HOLIDAYS

Alfred E. Lentz, Sacramento; Legal Advisor, California Teachers Association

ENACTMENT by the 1941 session of the Legislature of a measure (Chapter 694, Statutes of 1941), requiring that public schools be closed on the birthdays of Washington and Lincoln, provides an opportunity for a review of the law relating to holidays and their observance by the public schools.

There are four types of holidays. Since this fact has at times caused some confusion in the observance of various holidays by the public schools, the following explanatory statement may be helpful.

The first type comprises what may be called the "mandatory school holidays." These holidays are provided for by School Code sections 3.90-3.94 which, as now amended read as follows:

"3.90. The public schools of this State shall, unless otherwise provided, close on Saturday, Sunday, the first day of January, the twelfth day of February, the twenty-second day of February, the thirtieth day of May, the fourth day of July, the ninth day of September, the eleventh day of November, the twenty-fifth day of December, and on every day appointed by the President of the United States or the Governor of this State for a public fast, thanksgiving or holiday; provided that the Governor in appointing any day for a holiday may provide whether or not the public schools shall close on such holiday."

(Amended by Chapter 694, Statutes of 1941.)

"3.91. Boards of school trustees and city boards of education shall have power to declare a holiday in the public schools under their jurisdiction when good reason exists therefor."

"3.92. The governing board of any junior college may provide for the maintenance of classes on Saturday."

"3.93. The governing board of any high school district or unified school district may provide for the maintenance on Saturday of special day and evening classes in vocational training authorized or provided for by any program of National defense of the Federal Government, or any agency thereof, acting through the State Department of Education.

"The average daily attendance of pupils upon classes conducted on Saturday pursuant to this section shall not be considered in computing the average daily at-

tendance for the purpose of making apportionment from State funds."

(Amended by Chapter 55, Statutes 1941.)

"3.94. The governing board of any high school district or unified school district may provide for the maintenance on Saturday of special day and evening classes."

(Added by Chapter 541, Statutes 1941.)

Political Code section 10 also contains the following provisions, which are similar to School Code sections 3.90 and 3.92 except that they do not mention the birthdays of Washington and Lincoln:

"... the public schools of this state shall close on Saturday, Sunday, the first day of January, the thirtieth day of May, the fourth day of July, the ninth day of September, eleventh day of November, the twenty-fifth day of December, and on every day appointed by the President of the United States or the Governor of this State for a public fast, thanksgiving or holiday; provided still further, that the governing board of any junior college may provide for the maintenance of classes on Saturday. Such public schools shall continue in session on all other legal holidays and shall hold proper exercises commemorating the day. Boards of school trustees and city boards of education shall have power to declare a holiday in the public schools under their jurisdiction when good reason exists therefor.

"All public offices of the State and all State institutions, including the State University and all public schools in the State shall be closed on the ninth day of September of each year, known as 'Admission Day.' All public offices of the State and all State institutions, except the State University, shall be closed on the eleventh day of November of each year, known as 'Armistice Day.'"

It will be noted that only junior college classes (regular and special classes) and special day and evening classes maintained by high school districts may be maintained on Saturdays. With these exceptions no classes may be conducted on any of the days fixed on which the schools shall be closed.

The second type of holidays comprises what may be termed unlimited legal holidays. These holidays are named in Political Code section 10 as follows:

"Holidays within the meaning of this code, are every Sunday, the first of January, twelfth day of February, to be known as Lincoln Day, twenty-second day of February, thirtieth day of May, fourth day of

July, ninth day of September, first Monday in September, twelfth day of October, eleventh day of November, known as 'Armistice Day', twenty-fifth day of December, every day on which an election is held throughout the State, and every day appointed by the President of the United States or by the Governor of this State for a public fast, thanksgiving or holiday; . . .

"... If the first day of January, twelfth day of February, twenty-second day of February, the thirtieth day of May, the fourth day of July, the ninth day of September, the twelfth day of October, the eleventh day of November or the twenty-fifth day of December falls upon a Sunday, the Monday following is a holiday. . . ."

School Code section 3.101 also contains the following provisions:

"3.101. February 12th, the birthday of Abraham Lincoln, and February 22d, the birthday of George Washington, are hereby declared legal holidays. All Public schools throughout the State shall hold sessions in the after-noon of the school day next preceding each of said holidays in order to allow the customary exercises in memory of Lincoln and Washington, respectively. When February 12th or February 22d falls on a Sunday the Monday following shall be a legal holiday and shall be so observed."

(Amended by Chapter 694, Statutes of 1941.)

Non-Holidays

It will be noted that the days on which public schools are required to close do not include all the legal holidays: that is, the public schools are not required to be closed on the first Monday in September (Labor Day) nor are they required to be closed on the Monday following any mandatory school holiday or legal holiday which falls on a Sunday. Thus, it appears that if February 12 or February 22 falls on a Sunday, the public schools are not required to close on the following Monday. They are, however, required to hold appropriate exercises commemorating each legal holiday on which they are not required to be closed. This is as provided in School Code section 3.102 which reads as follows:

"3.102. Except as otherwise provided, the public schools of this state shall continue in session on all legal holidays and shall hold proper exercises commemorating the day."

The third type of holidays comprise the so-called special or limited holidays provided for by that portion of Political Code section 10 which reads as follows:

"... provided that on any day appointed by the President or by the Governor as a special or limited holiday all courts, public schools and public offices of this state and of any city, county, city and county, township, district, or political subdivision thereof shall be open and shall function in their normal and usual manner and all other public functions shall be performed as on days which are not holidays and all contracts shall be performed and business transacted as usual except only as to or by the particular class of business or persons expressly limited or restricted by the provisions of the proclamation appointing or declaring such special or limited holiday. A special or limited holiday is hereby defined as a holiday applying only to a special class or classes of business, or a special class or classes of persons, and not appointed to be generally observed throughout the State by all classes of business and all classes of persons. . . ."

It will be noted also that School Code section 3.90 quoted above contains a provision reading as follows:

"... provided, that the Governor in appointing any day for a holiday may provide whether or not the public schools shall close on such holiday."

The public schools are not required to close on special or limited holidays unless the proclamation appointing or declaring the special or limited holiday should so require.

Permissive Holidays

The fourth type of holidays comprises the so-called "trustees holidays" or "permissive school holidays." These are the holidays provided for by School Code section 3.91 reading as follows:

"3.91. Boards of school trustees and city boards of education shall have power to declare a holiday in the public schools under their jurisdiction when good reason exists therefor."

It is under this section that the governing board of a school district derives its power to close the schools of the district on days other than those on which the schools are required by law to be closed.

In addition to the holidays mentioned there are other days which must be observed in the public schools by appropriate exercises, although they are not designated as holidays. These days are designated by School Code section 3.100 which reads as follows:

"3.100. March 7th of each year, being

the anniversary of the birthday of Luther Burbank, is hereby set apart and designated Conservation, Bird and Arbor Day.

"All public schools and educational institutions are directed to observe Conservation, Bird and Arbor Day not as a holiday, but by including in the school work of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

February 15th of each year, being the anniversary of the birthday of Susan B. Anthony, is hereby designated and set apart as Susan B. Anthony Day.

"All public schools and educational institutions are directed to observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony."

There has also been enacted a measure adding section 3.103 to the School Code requiring the observance of Constitution Week in the public schools. The section reads as follows:

"3.103. All public schools and educational institutions are directed to include in the school work on or near the anniversary of the adoption of the Constitution of the United States exercises and instruction for pupils of the various ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights."

(Added by Chapter 785, Statutes 1941.)

* * *

High School Principals

Walter E. Elmer, Principal, Santa Cruz High School

SECTION 6 of State Council, California Secondary Principals Association, recently met at Gilroy. About 60 administrators and teachers were present. Roy W. Cloud addressed the group on vital matters pertaining to CTA Association.

Officers elected and installed were:

President — W. H. Van Dyke, principal, Campbell Union High School.

Secretary-Treasurer — Oliver E. Brown, principal, Gilroy Union High School.

Council Representative — J. R. McKillop, district superintendent, Monterey Union High School.

Outgoing officers were:

President — J. P. Davis, principal, Hollister Union High School.

Secretary-Treasurer — Walter E. Elmer, principal, Santa Cruz High School.

Council Representative — Forrest Murdock, principal, San Jose High School.

This Section has been in existence 20

years or more and grew out of the Monterey Bay Area Principals Club.

E. E. Brownwell of Gilroy was president for many years, the other members taking their turns at being secretary. These meetings were usually "experience meetings" in which the local common problems received the bulk of the attention. In later years these meetings took on professional growth problems. During the earlier years San Benito, Monterey and Santa Cruz counties were the only counties concerned. With the advent of Professional Growth studies, Santa Clara County joined with us and then Gilroy became the central meeting point.

The Gilroy meetings have been truly of the professional growth type. The best that University of California, Stanford University, San Jose State College, State Department of Education had to offer was ours for the asking. Many other sources yielded to our needs.

* * *

Lighthouses of Science

W. F. Higby, Executive Secretary, California Tuberculosis Association, 45 Second Street, San Francisco

LIGHTHOUSES of Science is this years contribution to health teaching aids offered to schools by the tuberculosis associations. The teaching unit was prepared by Anita D. Laton, formerly assistant professor of education and supervisor of teaching of science at University of California.

With the teaching-unit there is a bibliography of material on lighthouses and other Coast Guard services in the United States.

The programs include study of the lighthouses of the West Coast and the work of the Coast Guard. It is the sort of teaching aid which may be integrated into the regular school work and is set up to fit the program of the various school grades.

Teaching units and other health-teaching aids are supplied to California teachers through the use of Christmas Seal funds, as are other services of the 62 local tuberculosis associations.

The 35th annual mail sale of Christmas Seals begins this year on November 24, when approximately 200 million Seals will be sent to California people.

DISTRICT EXPENDITURES

EXPENDITURES IN CALIFORNIA SCHOOL DISTRICTS 1939-40

Elmer H. Staffelbach Director of Research, California Teachers Association

RECENT reports¹ released by the Division of Research and Statistics, State Department of Education, offer interesting data relating to certain types of elementary and high school districts in this state. These data are chiefly concerned with district expenditures, although types of educational organization in relationship to size of districts are also set forth. The districts are arranged in attendance categories as shown in Table 1.

It will be seen that each category includes only a portion of the districts within the stated range of average daily attendance, and that the report constitutes a picture of samplings from the total districts within the state. However, for purposes of portraying conditions and trends these samplings are probably about as valid, and certainly less cumbersome, than totals including approximately 3,000 districts with elementary schools and some 400 districts with high schools.

Trends in Organization and Scope of Elementary School Programs

Table 2 below offers a summary by categories of the organization and scope of elementary school programs. It will be noted that there are few kindergartens in small elementary school districts.

Only one of the 30 districts listed under classes EA. and EB. (with 196 pupils or less) maintains a kindergarten, whereas only one of the 127 districts of class EE. and larger (with 514 pupils or more) has no kindergarten.

The situation with respect to the 6-grade organization is somewhat like that of the kindergarten. Only one of the 13 districts listed under class EA. (with less than 100 pupils) has an elementary school organized on the basis of grades 1 to 6,

while all but four districts of class EJ. or larger (with 2,099 pupils or more) have elementary schools organized on the basis of grades 1 to 6. In one such case, however, the organization is partially on the basis of grades 1 to 8.

Reasons underlying these trends are not hard to find. The limited number of children of kindergarten age in small districts probably tends to retard the development of kindergartens there. There can be little question, however, that the most important factor which operates to discourage the development of kindergartens in the relatively smaller districts is the absence of all state aid for that purpose.

The first-to-sixth-grade type of elementary school organization leads up to a ju-

nior high school or perhaps to a junior-senior high school type of organization. As will be pointed out later, such types of organization are difficult to achieve under conditions where union high school districts now exist.

Trends in Organization and Scope of Secondary School Programs

Table 3 gives a summary by categories of the organization and scope of secondary school programs in the 162 districts included in the report. It will be noted that the conventional 4-year high school by far outnumbers all other types of day high school organizations. Only 3 of the 30 districts included under types HA. and HB. (with 191 students or less) depart from this traditional kind of organization, and in each of these cases the departure is in the form of a junior-senior high school. In districts with larger numbers of students in average daily attendance, departures from the 4-year type of organization be-

Table 1

Range in Average Daily Attendance of Each Type of District Included in the Report

Elementary School District Range in A.D.A.			High School Districts Range in A.D.A.		
Attendance Classifi- cation	Number of Districts Included	Number of Pupils less than	Attendance Classifi- cation	Number of Districts Included	Number of Students
EA.	15	100	HA.	15	28 to 99
EB.	15	107 to 196	HB.	15	101 to 191
EC.	15	206 to 336	HC.	15	201 to 336
ED.	15	355 to 491	HD.	15	353 to 490
EE.	25	514 to 725	HE.	15	502 to 735
EF.	15	767 to 972	HF.	18	753 to 963
EG.	16	1,015 to 1,197	HG.	13	1,011 to 1,224
EH.	20	1,257 to 1,499	HH.	10	1,262 to 1,496
EI.	20	1,524 to 1,960	HI.	15	1,516 to 1,999
EJ.	12	2,099 to 2,947	HJ.	11	2,001 to 2,990
EK.	9	3,204 to 5,925	HK.	9	3,247 to 5,620
EL.	5	6,231 to 7,699	HL.	6	6,345 to 8,416
EM.	5	10,969 to 130,316	HM.	5	12,564 to 122,485
187 Total Number of Districts			162 Total Number of Districts		

Table 2

Organization and Scope of Elementary School Programs Maintained — 1939-40

Attendance Classifi- cation	Number of districts maintaining kindergartens		Number of school districts which included the stated number of grades within the elementary school program	
	With kdgn.	Without kdgn.	Grades 1 to 6	Grades 1 to 8
EA.	1	13	1	14
EB.	0	11	4	11
EC.	8	4	3	12
ED.	11	2	2	13
EE.	24	1	8	18*
EF.	12	0	3	12
EG.	16	0	5	11
EH.	20	0	5	15
EI.	20	0	3	17
EJ.	12	0	6	6
EK.	9	0	6	3
EL.	5	0	4	1
EM.	5	0	5	2*

1. The Reports are in the form of a series of mimeographed bulletins released May 26, 1941, from the office of Walter E. Morgan, Assistant Superintendent of Public Instruction; and Chief of the Division of Research and Statistics. The Reports include analyses of district budgets, including percentage analyses, and deserve most careful study by school administrators throughout the state. They constitute an excellent example of the service rendered to the schools by the State Department of Education.

* Note: In three cases districts are organized partially on the grades 1 to 6 basis and partially on the grades 1 to 8 basis.

come more common and more varied.

The proportion of districts maintaining junior high schools grows with increases in attendance in the districts. This is largely due to the dual administrative organization so widely operative in this state. Where the union high school district exists, the junior high school is usually absent. The establishment of a junior high school in such a district would require the shifting of grades 7 and 8 from the control of elementary school boards to that of the union high school board of trustees. This is so seldom accomplished that the junior high school type of organization is largely confined to city and unified districts.

The junior-senior high school type of organization is found among both the lower and higher attendance classifications. This type of combination is subject to the difficulties mentioned above respecting the junior high school organization. It is, however, especially adaptable to educational needs where the high school attendance would otherwise be insufficient to justify a flexible modern program.

No district included in the report having less than 350 students in average daily attendance maintains an evening high school. This seems to indicate that adult education is still confined to the relatively more populous areas. Just what causes underlie this fact, and to what extent Americanization and other adult needs are being neglected, it is impossible to determine from the report.

The combination of high school and junior college is found along the middle of the range of the attendance classification. This is wholly to be expected, since among the lower attendance classes of districts the junior college does not appear at all, and among the higher attendance classes the junior college becomes a separate organization.

Current District Unit-Expenditures

Table 4 gives the range and average of current expenditures per pupil in average daily attendance among the districts in each attendance classification.

Maximum current expenditures per pupil in both elementary and high school are probably of little value in drawing conclusions. In many cases they result from peculiar or emergency conditions. Minimum figures, too, must be read with care. In many cases they are outcomes of emergency situations, and represent conditions below a normal, healthy level of educational subsistence. Average figures, on the other hand, though they tend to smooth out the effects of emergency and other factors extraneous to the actual educational program and should not be taken as absolute criteria of adequate support in all cases, represent trends worthy of careful study.

In districts along the middle of the attendance classification, average current expenditures tend to be somewhat smaller than at either end of the classification. In the elementary school the lowest unit cost in any category is \$85. This figure (the average in districts with 1,015 to 1,197 children in A.D.A.) is approximately 66% of the average cost in the highest attendance class (10,969 to 130,316 children in A.D.A.). In comparison with this, the lowest average expenditure on the high school level is \$149 (in the class with 3,247 to 5,620 students in A.D.A.). This amount is almost 88% of the average costs in the highest attendance class (12,564 to 122,485).

It is not the writer's purpose to make comparisons or point out disparities between elementary school expenditures and

high school expenditures. However, the actual conditions revealed by the foregoing tables seem to indicate that elementary school expenditures per child, particularly in districts along the middle of the attendance range, are relatively low, both with respect to expenditures in larger elementary school districts and with respect to expenditures in high school districts of comparable size.

The summaries presented in the foregoing tables seem to suggest several important items for study. The fact that the kindergarten is at present limited almost exclusively to districts with 200 pupils or more is one such item. The present overwhelming proportion of first-to-eighth grade organizations on the elementary school level in districts of less than 2,000 pupils, and the correspondingly low number of junior high schools in the same areas, is also worthy of study.

Table 3

Organization and Scope of Secondary School Programs Maintained

Attendance ¹ Classification	Number of Districts Maintaining Given Kind of Secondary School — 1939-40 ²						2-yr. junior college
	Junior high schools	4-yr. high schools	Senior high schools	Jr.-Sr. high schools	Evening high schools	High school & J.C.	
HA.	0	14	0	1	0	0	0
HB.	0	13	0	2	0	0	0
HC.	1	12	0	4	0	0	0
HD.	0	11	0	6	1	0	0
HE.	1	13	1	2	1	1	0
HF.	3	13	3	1	5	2	0
HG.	1	9	0	1	3	5	0
HH.	1	8	1	0	6	1	0
HI.	6	8	5	0	8	2	0
HJ.	7	5	5	0	9	2	1 (3)
HK.	5	6	3	0	8	2	1
HL.	6	3	4	2	6	0	1
HM.	5	4	5	5	5	0	2

1. Note: The range in average daily attendance of districts under each attendance classification is given in Table 1.

2. It will be noted that many districts maintain mixed programs; that is, the same district may maintain a junior high school, a senior high school and a four-year high school.

3. One district (Ventura Union) maintains a four-year junior college.

Table 4

Range and Average of Current Expenditures per Pupil in Average Daily Attendance in Elementary School and High School, by Districts Classified According to Attendance — 1939-40¹

Current Expenditure per pupil in A.D.A. in Elementary Schools				Current Expenditure per student in A.D.A. in High Schools			
Attendance Classifi- cation	Highest	Lowest	Average	Attendance Classifi- cation	Highest	Lowest	Average
EA.	\$505.	\$ 78.	\$145.	HA.	\$374.	\$191.	\$252.
EB.	122.	61.	91.	HB.	475.	186.	226.
EC.	134.	61.	96.	HC.	238.	131.	181.
ED.	138.	64.	87.	HD.	267.	108.	180.
EE.	158.	66.	94.	HE.	285.	128.	178.
EF.	133.	65.	88.	HF.	203.	111.	166.
EG.	120.	64.	85.	HG.	206.	137.	166.
EH.	218.	64.	91.	HH.	166.	134.	150.
EI.	96.	61.	79.	HI.	306.	114.	150.
EJ.	144.	64.	105.	HJ.	184.	126.	155.
EK.	131.	76.	102.	HK.	180.	114.	149.
EL.	134.	90.	110.	HL.	176.	139.	158.
EM.	142.	105.	129.	HM.	201.	148.	171.

(.) Current expenditures per pupil are here given to the nearest dollar.

How to Read a Newspaper, by Edgar Dale, is the first text made for training intelligent newspaper readers. For high school use, this book of 192 pages, with 50 photographs and drawings, is published by Scott Foresman; price \$1.40. It vividly portrays the making of a newspaper and helps the student improve his own reading technics, in clearer thinking and in better standards. It is a pioneer book by a nationally-known educator.

* * *

At Monterey

Original Poems by 2nd Grade Pupils, Bay View School, Monterey; M. T. Joseph, Principal

Seagulls

OH, look at the seagulls on the boats
Showing off their pretty coats.
But when the boats come into dock
The seagulls fly to the nearest rock.
Mary Lou Littzner.

By the Sea

I LIKE to watch the boats
As they go out to sea.
And watch the seagulls fly around,
Around the boat and me.
Barbara Zmaeff.

The Fisherman

THE fisherman goes out to sea.
He catches fish for you and me.
Some fishermen fish all the night.
They cannot fish in the moonlight.
Dorothea Bettencourt.

Boats

THE fisherman goes out to sea
To catch fish for the cannery
They use small boats and purse seiners, too,
Purse seiners travel faster
Than small boats do.
Helen Cano.

The Song

THE nicest thing in the world to me
Is to watch the boats go out to sea.
The fishermen sing as they sail away
To bring back fish for us, each day.
Dorothy Stanfield.

* * *

Park and Recreation Progress, 1941 Yearbook, is issued by U. S. National Park Service. Comprising 92 pages, with many graphs and superb illustrations, this stimulating report is of interest to all conservationists, nature-lovers, and recreationists in the national parks. Address Superintendent of Documents, Washington, D. C.; price 40 cents.

THE WORDS WE USE

Elisabeth Bean Telfer, Substitute Teacher, San Jose

THE English language as we use it today is a conglomerate of words seemingly chosen at random from many different sources.

With a firm foundation of pure words and formations of ancient Greeks, Romans, and Anglo-Saxons, it has been built upon as one builds words with anagrams, and with equally astonishing results. A root is chosen, a prefix or suffix added, and the result, adopted bodily into our language, is often orphaned by its likeness to any source.

The word *celluloid* is one of these — the forsaken child of the Greek parents "hut" and "having the form of."

There are many of these words which have wandered far from their original meanings. *Naughty*, for instance, comes from "naught, or having nothing;" then it became "worthless," and then "disagreeable."

Weigh passed from the Greek "to go or move" to "raise, lift," and finally to our meaning of the word.

In such devious ways we have constructed a language which demands of its master a broad knowledge of its hidden values, a sympathetic understanding of its flexible rules, and a keen sense of its sound and rhythm.

The study of isolated words is fascinating. One need not be a linguist to enjoy the fine sport of hunting down a word and tracking its ancestors. Any good dictionary will furnish fun for many an hour, and there is satisfaction in the feeling that an elusive word has been caught and uncovered and the intricacies of its family tree laid out before us. It may become an endless pastime, for one word leads to another and interest grows as the words accumulate.

When the origin of a word has been found our study has just begun. We then have a bird's-eye view of its history, and through this knowledge of its past meanings we are able to trace

its development into the word as we use it.

The next step is to make practical use of the word by placing it in our own vocabularies and using it unflatteringly on every suitable occasion.

But isolated words do not make a language, and the syntax of our language has rules, apparently, only to break them. We learn that each sentence must be a complete expression of thought, and then we blithely follow in the footsteps of writers too well-established to warrant criticism and start our sentences with conjunctions which are, in their very essence, the uniting words which should join two parts of a sentence.

Bewildering Nuances

We bewilder ourselves with delicate shades of meaning applied to such commonplace words as *shall* and *will*. "I shall go" and "I will go" have different meanings. But do "he shall go" and "he will go" follow in the footsteps of their respective first-persons? They do not. They discreetly exchange leaders, and for no reason except that we have made them so. And then we avoid the issue in our speech by using the same contraction for them both.

The spelling and pronunciation of our language are appallingly inconsistent. We allow Noah Webster to autocratically change the spelling of such standard words as *centre* and *theatre* to the so-called simplified versions "center" and "theater," but we resolutely refuse to be unconventional and follow Theodore Roosevelt in dropping a few superfluous letters from such words as *through* and *thorough* — perhaps because he was too busy to write us a dictionary.

And if we must spell *weight* as we do, why do we use the same set of letters in *height*? Or, since we do, why do we not pronounce them similarly? Even the dictionary admits

that there is no reason for the *e* in *height* since the noun was made from the adjective *high*. Every first-grade child learns to his bafflement how indifferently we abide by the rules we have set down.

Our punctuation is equally incongruous. We learn that when two or more adjectives are used to modify a noun, they should be separated by commas, as "the tender, juicy apple." But in the next sentence we boldly speak of the "big red apple" without a sign of a comma, and blandly excuse ourselves by explaining that the quality of the adjective makes the difference.

Some of the most representative authors of today are using entirely original punctuation, defying rules with careless ease. James Joyce set off his conversation with dashes instead of quotation marks, used colons where rules call for commas, and failed to capitalize many words that we have long honored with the capital letter.

The purpose of punctuation is to make written language intelligible, and when an author makes his work more forceful or picturesque by his own strange method of punctuating it, we often find that we have strayed far enough from the shelter of convention to accept the composition for its evident value and ignore its violation of our rules.

Woven into the underlying pattern of our intricate language formation we find numerous designs and colorful splotches in dialect, jargon, and slang. Dialects have evolved from repeated mispronunciations resulting from the influence of inherited tendencies or from environmental lack of education.

Jargon Is Strange

Jargon is a strange combination of words, classic and coined, which is constructed to serve the purposes of certain classes of people and is entirely intelligible only to them.

Slang is a moving, flexible series of words or sounds used by most of us to lend color to our language and by some of us to hide the shameful inadequacy of our vocabularies. From

all of these forms of speech have come certain words whose value has grown with use, until they have been accepted and incorporated into our language. Of these *darky*, *hillbilly*, and *movie* are notable examples.

AFTER we have broadened our background by delving into the history of our language and mastering the inconsistency of its rules, we may begin to appreciate it for the beauty of its sound and the melody of its rhythm. Gertrude Stein has more than idle fancy in proclaiming the loveliness of sound. When sound and rhythm are combined in pleasing proportions, the beauty of the language may far outweigh its meaning.

Probably because of its varied origin we have a language abounding in

synonyms, and almost any desired effect may be produced by a discriminating choice of words. Vivid pictures are conjured up, ruffled feelings soothed, waning ambitions fired, by those who know our language and use it well.

Rich simplicity is a goal toward which we should all strive in expressing our thoughts. A careful evaluation of the worth of these thoughts may often result in a better choice of words and an enlarging vocabulary, or, perhaps, in silence!

The practice of oral reading, of giving full emotional and rhythmic value to each word, is an invaluable aid in the enjoyment of language as a fine art. And it is a fine art—the manipulation for our own ends of this great, mobile mass of raw material, the words of our mother tongue.

FOREIGN LANGUAGES

GENERAL FOREIGN-LANGUAGE STUDY AT ARVIN

Morris Grudin, Teacher, Arvin Elementary School, Kern County

DOES foreign-language study have a place in the elementary curriculum? Are the children at this level mature enough for it? Aviation, radio, algebra, and geometry, once only high school subjects, have been introduced into the elementary curriculum. If these difficult subjects can be brought within the grasp of children, why not foreign languages?

The problem of bringing a general foreign-language study down to elementary level has been attempted this year, 1940-41, at Arvin. We have had certain experiences which are illuminating and indicate possibilities for doing this.

The study at Arvin involved the upper elementary grades, 6th, 7th, and 8th. Classes met once a week for 80 minutes. The technics used in the study were similar to those used in the primary grades for reading. When first graders begin to learn reading, English is like a foreign-language to them. Visual aids and a modification

of the Fernald remedial method also were used.

The body of the study, as suggested by Jack Pugh, Arvin superintendent, was to be an overview of several foreign-languages for the 8th grade. This would give the children not going on to high school an opportunity to experience foreign-languages and would put those going on to high school into a better position for selecting one for further study.

Initiation

For the 7th grade, Mr. Pugh suggested an initiation into Spanish through the study of Spanish names-places in California, and for the 6th grade, an initiation through a word and dictionary study—where our words come from, what they originally meant, etc.

The purpose of opening day was to show that foreign-language study was not difficult and that it could be fun. This was

done through the medium of song. Hectographed copies of foreign songs were given to the children. They learned how to pronounce "Frere Jacques," "Du du liegst mir im Herzen," "Alla en el rancho grande," and "America" in Latin.

The children were encouraged to pick out from the songs words that resembled English such as "rancho," "grande," "en," "im," "gut," "patria," etc.

A second hectographed sheet had on it words of the family in English, French, Spanish, Latin, German, and Japanese . . . showing both resemblances and dissimilarities to English, e.g., mother, la mere, la madre, mater, Die Mutter, Okasan. The teacher pronounced the words; the children chorused afterwards. The rhythm of the choral method appealed to the children.

Since the period was 80 minutes an overdose of foreign-language proper was avoided by introducing the etymological phase of the study through the Greek words *tele*—far away, and *graph*—writing. As many words as the class could think up containing these roots were discussed and analyzed. Some of the words were television, teletype, telephone, autograph, phonograph, etc.

The opening period ended with a discussion of foreign words and languages in our environment. The importance of foreign-languages, particularly Spanish because of our increasing relations with South America, was brought out in this discussion.

Body of the Study

Through the initiation the children were given an overview of the study. Following the initiation, the etymological aspects of the study involved dictionary-study, study of the meaning of proper names, study of the months and days, study of the derivation of words in the Constitution, and study of current-events words.

The foreign-language (proper) phase of the study went from the general over-view hectographed sheet to Spanish words in everyday English usage, Spanish name-places in California, and then into Spanish proper.

After learning "Alla en el rancho grande" and "Frere Jacques" in Spanish the children made a picture-dictionary of Spanish words. This was followed by Spanish charts on,—1. the family, 2. numbers, 3. conjugation of the verb "to have" present tense only, and 4. words of greeting. The numbers chart was related to the family chart and the "to have" chart with both, e.g. Tengo dos hermanos. During the study

the children brought in Spanish words they had encountered in stories they were reading. A story containing Spanish words was read to the children and they listed the Spanish words.

This is as far as we went into Spanish. From Spanish the study went into French. For the French study the Spanish charts were translated into French. Thus the children learned the same words in French that they had learned in Spanish, avoiding, in this manner, the difficulty of understanding the meaning of "new" words.

Experiences Involved

After French the children will learn the same words in Latin and German. In so doing they will perceive the relationships of the same words in different languages.

In introducing a new chart of foreign words the method used in remedial reading and spelling, were found most effective. The children looked at the chart, pronounced the word after the teacher, and then wrote it. This was repeated three times. Pronunciation and not spelling was stressed.

For a culmination the children returned to the overview sheet presented on opening day with the words of the family in English, French, Spanish, Latin, German, and Japanese. They evaluated it in terms of the relationship between languages and of the relationship between English and foreign languages. They gained new insight into the growth and modification of our English language.

TO keep the interest of the children and to impress upon them the value of a general foreign language study it was necessary to relate our study to their actual life and school experiences. In the study, therefore, the experiences involved were:

1. Foreign words in our environment

- a—in the newspaper
- b—in the movies
- c—on the radio

2. A word and dictionary study

- a—what the abbreviations in the dictionary mean as related to foreign language derivation, e.g. F., French, G., German, L., Latin, etc.
- b—where and how to find derivations in the dictionary
- c—the Introduction of Skeat's Etymological Dictionary
- d—meaning of the names of the children
- e—derivation of current newspaper words such as "conseription"
- f—meaning and story of the days and months

3. Foreign Language (proper) with an emphasis on conversation

- a—words of greeting
- b—members of the family
- c—numbers (related to age of child and members of the family)
- d—conjugation of the present tense of the verb "to have" and use of this verb with members of the family, idioms of age, heat, cold, etc.
- e—pronunciation of children's names in Spanish, French, Latin, German
- f—how we took words from other languages (Sp., adobe, rodeo, etc.); how others took words from us (Sp., automovil)
- g—translating foreign songs into English
- h—correct pronunciation, meaning, and story of Spanish name-places in California

4. Foreign Language Study as integrated with other phases of the elementary curriculum

a. Music

1. Learning "Frere Jacques" in French, Spanish, and German, "America" and "Adeste Fideles" in Latin, "Stille Nacht" in German (during Christmas), "Alla en el Rancho Grande" and "Cielito Lindo" in Spanish

2. Listening to fine music

Listening to and later singing with a recording of the Vienna Boys' Choir "Adeste Fideles" and "Stille Nacht"

Listening to Marian Anderson's recording of "Aufenthalt" and "Ave Maria" and listing words that sounded like English.

b. Integration with 8th grade Constitution Study

1. Looking up the Constitution's Latin terms in the large dictionary and Skeat's Etymological Dictionary for derivations

2. Getting a better understanding of the difficult many-syllabled Constitution terms by tracing them to their original monosyllabic meanings

c. Literature

1. Noting foreign words in books and magazines

2. Hearing English translations of classic short stories, e.g. Guy de Maupassant's "The Necklace"

d. Arithmetic—Looking up Latin terms such as "per annum" and "per capita"

e. Geography—Correct pronunciation and location of foreign countries and cities on the map

g. History—Hearing a recording of "Ballad for Americans" and discussing the "melting pot" background of our country. (This experience occurred during Lincoln's birthday.)

Values Growing Out of Our Study

1. Helping to build good-will towards our Latin-American neighbors. In our study of world history we very often stress events and omit the understanding of foreign peoples. To our movie-minded children foreigners are merely objects of laughter. They are "strange," "ignorant." They talk Eng-

lish "backwards," e.g., Fr. "l'automobile bleu," Sp., "Cielito Lindo."

Learning that in foreign languages the adjective follows the noun, and that it would sound just as funny to the Frenchman or Mexican to hear us say "the blue automobile" or "Lindo Cielito" may contribute towards the first step in building a better understanding between peoples.

2. Becoming foreign-word-conscious in music may help solve our big radio-educational problem, that of winning the children away from the cheap commercials — at least on Saturdays when the Metropolitan Opera broadcasts.

3. Giving children who will not go to high school a foreign-language opportunity.

4. Finding out how we have taken words from others as they have taken words from us will make for a better understanding of the growth of our own language.

If this report has shown the rich colorful possibilities of a foreign language study, if it has shown that foreign-language study need no longer be considered a bespectacled book-worm affair and that it can be made into a living dynamic subject in the elementary curricula, our experiences this year at Arvin have not been for nought.

* * *

Two Spanish Books

Noteworthy Allyn and Bacon Texts

ALLYN and Bacon, publishers of school texts, with home offices at 50 Beacon Street, Boston, has issued two new Spanish books, *New Spanish Grammar* and a *Spanish-American Reader*, both by DeVitis.

The Grammar early begins connected prose and gives special attention to the geography and history of Latin-America. There are 24 pictures, 4 maps, and well-known poetical selections suitable for memorizing.

The Reader furnishes interesting material for first year reading, fosters the good-neighbor policy by giving a sympathetic treatment of the geography, history, and literature of Spanish-America, and equips the pupil with the linguistic accoutrements needed for South American business. The language, simple, carefully graded and idiomatic, follows Castilian usage, the standard of the cultured Spaniard in South America.

A Humorous Grammar

Laugh and Learn Grammar

A New and Exciting Approach to the Teaching of a Traditionally Dull and Difficult Subject by Irwin H. Braun, Teacher, Verdugo Hills High School, Tujunga, Los Angeles City High School District*

THE right book for the slow learner: Teachers who are trying to explain grammatical principles to slow learners will find this book unsurpassed. Its simple unambiguous presentation of the subject-matter puts grammar within the grasp of the slowest learner.

Entertainment and instruction combined: Here for the first time is a grammar that provides a happy combination of entertainment and instruction. This book really applies the fundamental principle in the psychology of learning, namely, that we learn what we like. Grammar need no longer be a dread subject, for with this book the pupil really enjoys the subject. Not only does the child laugh while he learns grammar, but he learns grammar *because* he laughs.

Most of the explanations, tests and exercises are based on the amazing and comical adventures of Paul Bunyan. Pupils think of them simply as interesting and amusing stories rather than as exercises of work plans. By appealing to his sense of humor the book succeeds in setting up in the child a positive attitude toward the

* Mr. Braun went into the Los Angeles Schools as a young teacher a few years ago. He was given a class that was not only uninterested in grammar, but which was a discipline problem as well. He found almost immediately that he could get nowhere with the grammar that he was supposed to teach them.

In order to get their attention he told them a Paul Bunyan story. Since the one that he told was a particularly "tall story" he did get their attention so completely that he thought it was safe to try a lesson in grammar based on this story.

It went over, and each day thereafter he came to class with a new Paul Bunyan story and based his lesson on it.

By the end of that term his discipline problem had disappeared. He had a class which not only enjoyed and looked forward to each new lesson, but a class which, for the first time, actually learned the rudiments of English grammar.

learning of grammar, a direct application of what the psychologist calls "conditioning." The child likes the Paul Bunyan stories, and he transfers that attitude to the subject-matter of the text.

Contains all essential grammar: Make no mistake about it, this book covers all grammatical material essential at the junior high school level. The interest and humor of the stories incorporated in the exercises and explanations are so much "velvet" in addition.

Illustrations: Humorous line-drawings contribute to many of the explanations, and the Paul Bunyan stories are illustrated by splendid full-page drawings with much whimsical humor.

Other Features: A Basic English spelling list is included in the appendix. There are chapters on the library, spelling, and how to use the dictionary. 325 pp.; price \$1.25; Harr Wagner Publishing Company.

* * *

Administrative Women

Bay Council of Administrative Women in Education

BAY Area Council of Administrative Women in Education is holding special meetings to make plans for its National Luncheon in February.

As we all understand the importance of the coming convention, the plans adopted are for the dignified, friendly and professional spirit in education that will lead to our success.

Details are to be centered on the Latin-American theme which will influence the decorations, entertainment, and gayety.

All Administrative Women of California are asked to become members, be present at the luncheon and become enthusiastic supporters for our entertainment. Important notices will appear in subsequent issues of *Sierra Educational News*. — Mary J. Sweeney, 118-26th Avenue, San Francisco.

* * *

International Relations

AERICAN Council on Education has a committee on materials for teachers in international relations, which is issuing timely pamphlets: 1. *The Teacher and International Relations*, 24 pages, 10 cents; 2. *American Isolation Reconsidered*, 200 pages, price 50 cents. These trustworthy bulletins help social studies teachers in their present heavy responsibilities. Address the Council at 744 Jackson Place, Washington, D. C.

MOTION PICTURES

YES, WE RUN A MOVIE SHOW!

L. W. Richards, Union High School, Biggs, Butte County

SOMETIME ago a salesman for still films came into my office and by way of introduction said, "I hope you are not one of these schools that shows all kinds of 'movies' outside the classroom." However, I am happy to say that we are just that kind of school.

By this statement I do not wish to have it understood that we are running a "show" in the light of a commercial house. A brief history of our noon-hour films clearly shows their educational value and how easily such a program may be added to the day's schedule.

Our moving-pictures had their beginning in the visual-aid program. Visual aids, used for many years as a regular part of classroom procedure, include the map, globe, poster, blackboard, chart, flat picture, and many others. Newer aids are the materials for projection on the screen.

The 35 mm still-film was for some time our chief aid in picturing situations in the classroom and making them more life-like. However, movement contributes greatly to the illustration of numerous life-situations, and here the movie-film has great advantage over the still-film. Its value is special in the field of action that cannot be observed by the human eye, such as the study of the amoeba, bacteria, or the opening of a flower.

A word here in favor of the sound film over the silent film. The value of the sound projection is that the attention of the pupil is constantly directed to the important points in the film; thus reading difficulties are reduced to a minimum.

Because our moving-picture project was new in 1935-36, it demanded certain expenditures in the purchasing of equipment and films.

Our first problem was the booking of films. There are many sources whence one may obtain the so-called "free" and rental films. We are using

films from three rental libraries, three commercial libraries, and the library of the state university. We found that there were great differences in quality and variety of films. Today we get better quality by selecting only the newer subjects.

Sound films produced within the last two or three years are of much higher quality of recording than earlier ones, due to great improvements in recording technic and equipment.

By booking in quantity a year in advance, we are able to obtain a considerable reduction in the cost of rentals and are able to use newer films as they are released. One company releases a monthly newsreel covering current events. We have a standing order for these films as they are released.

There are thousands of rental libraries for sound films. Some of these large libraries cover thousands of subjects. Certain libraries always keep their rental films in excellent condition. We canceled our bookings from a large rental library because of the poor condition of their films.

Free Films

Several industrial film-producing firms notify us of free films as they are released. (A free film means no charge for its use except that renter pays express both ways). Industrial films, in general, have proven quite satisfactory, the newer ones being quite free from objectionable advertising. This past year we had many of the newer industrial films, which proved to be of high educational value.

Our next problems were how to sufficiently darken the auditorium and the best type of screen. We use sections of plywood which fit the entire windows and are easily placed and removed. We gradually increased our screen in size and quality so that we

are now using a 9 x 12 DA-lite beaded screen on a roll.

Our third and major problem was finance, which we first solved by a "pay-as-you-go" plan. Charges ranged from one to five cents. The receipts were used for further rentals. As a means for raising money, classes and organizations sponsored feature-productions as matinee programs. When a feature was presented, the school day was shortened, so that students who lived at a distance and traveled by bus would be able to attend. Because of insufficient attendance the organizations were not able to sponsor these films at a profit and they were discontinued. Primary objective of a school activity should not be profit, although ability to support itself may be a necessary element.

OUR noon movies serve in two major ways. They enrich the pupils individual life by correlating the classroom units. They grip the pupils interest to such a degree that they have been set above all other noon activities.

Our six-year trial has proven the project to be of permanent and worthwhile nature. It is a integral part of the school program and is financed by the school district. Films now are shown without cost to the pupil.

Operation of the program is accomplished by two students working as an NYA project and paid by NYA funds. In the morning the films to be shown at noon are assembled and the sequence is decided. They are then spliced to form a continuous 30-40 minute program on 1600-foot reels.

Weekly Schedule

The weekly schedule is published the previous week in the school paper. A copy placed on the bulletin board. At the beginning of each week, a copy of the schedule is given to each teacher so that he may know in advance what films are to be shown. And may correlate them with classroom work. (The films have been booked in correlation with units-of-work in various departments.) Certain films may be

reshown in individual classrooms, upon teacher request. This second showing is often of material value.

We learned that we had to mix some entertainment with the strictly educational films in order to keep certain students from drifting away. These "spice" films are of three different types; cartoons, 20-minute Westerns, and 20-minute comedies. However, these types represent only 25 per cent of the total films shown.

The results obtained have been surprising to us. First, the noon-hour discipline problems have been greatly reduced. Ours is a union high school district and approximately 85 per cent of our students come to school by means of buses. Lunches are usually eaten during the first 10 or 15 minutes of the noon-hour. The question is what shall the students do with the remainder of the noon hour?

OVER 90 per cent of the students are now regular attendants at the noon movies; many times this reaches 100 per cent. We have one teacher in charge of the library for students who go there, if they do not care to attend the movies. The former boisterous activity in the halls (that threatened to tear down the plant during the noon hours of the rainy season!) became extinct.

Second, student safety has been greatly increased. Our high school is located on a highway lateral which connects the town proper with the state highway, and therefore, there is always considerable traffic. Previously, many students used the noon-hour to crowd into dilapidated jalopies and tour the vicinity of the school, a hazard to their own lives and to those of other motorists.

Third, and probably most important, has been the marked improvement in student health, as evidenced by the fact that for several years we have not had to close school because of influenza or other epidemics, as most other schools in the immediate vicinity have had to do. We believe that this is due, in large part, to the fact that after eating lunch, students relax in a warm auditorium for a half-

hour, a habit which is physiologically very healthful.

In the past, students had eaten lunch in 10-15 minutes, after which many had engaged in strenuous exercise such as baseball, tennis, dancing, basketball, badminton, and table-tennis. This exercise immediately after eating was physiologically incorrect. Students became so overheated by the time regular afternoon classroom work began, that they had the windows wide open. This rapid cooling-off often resulted in the contraction of colds. They also were so physically exhausted that their minds could not react quickly to the lessons on hand.

Fourth, and closely associated with the last-mentioned result, is that average daily attendance has greatly increased. Our school shows a higher A.D.A. in relation to total enrollment than do neighboring schools. We attribute this to the health provision already mentioned and to the fact that certain students would remain at home for petty excuses if they did not have the interesting films to see at noon.

Fifth, we have won the approval of parents. One of our districts is largely peopled by those who frown upon the moving-pictures shown by commercial theaters. Formerly these students seemed to exhibit a complex when mixed with our other students in school theater-parties and whenever motion-pictures were discussed. Today the boys and girls from this district are our best patrons. Parents have said that our noon moving-pictures satisfy the desire to see a "movie." A home problem is aided because the child's desire to attend a theater has been at least partially mitigated.

Careful Selection

In booking films we are particularly careful to select only those rated by review groups or ones which we have had an opportunity to preview. In this way we keep out any objectionable material.

Sixth, most of our students are staying home in the evenings and attending the theaters only on weekends, whereas formerly their desire to see films caused many to attend on school

nights. This change, of course, meets with the approval of the parents. It probably is not a loss to the theaters because students attend regularly weekends and not haphazardly during the week.

WE have films to correlate with practically every field in our school. There are colored sound-films available for American history, films for home economics, agriculture, science, athletics, music, commercial subjects, vocational guidance, foreign language, and English; even a few for such a subject as mathematics.

In teaching morals, manners, and etiquette, we find films to be more satisfactory than textbooks. Many films are available, covering specific aspects of moral problems, and in many other films, these are covered incidentally. In safety education we have used extensively many films correlating with our safety education program, incorporated in our English classes.

Our expenses have not been great. We have used continuously the same projector over a period of six years. Two different summers we have had our projector completely overhauled at a moderate cost. Our total expenses for replacement and repairs over these six years amounted to approximately \$120. The only other cost of operating is the electricity consumed, which is not a major expense. Our budget for the past school year for rental of films was \$300, which amount has been more than compensated by the A.D.A. money gained. The express charge on films does not run very high because of the half-rate.

When the cost is figured per pupil, the amount is low. We probably would be able to buy one good textbook for each student for this amount, but the lower level wouldn't read it, and the upper level would not get so high a retention as they do from seeing these hundreds of films.

Thus we put on a "show," and what a fine show it is! Our students and teachers all enjoy our films under favorable conditions, and as a very healthful recreation.

HOME ECONOMICS

ADJUSTING OUR HOME ECONOMICS PROGRAM FOR EMERGENCY SERVICE

Saidee E. Stark, President, California Home Economics Association; Chairman, Department of Home Economics, Sacramento Junior College

INDIVIDUALS frequently ask, "What can we do in the interests of national defense and preparedness?" Perhaps to no group of educators does the chaotic condition of the world offer a greater challenge than to the trained home economist. Home economics is vital to a defense program, not in terms of cannons, airplanes, ships and bombs, but in terms of defense against enemies such as disease, malnutrition, wastefulness, unhappiness and instability.

At the California Home Economics Association State Council meeting in Los Angeles in April, the theme of the program of work undertaken for 1941-42 was "Adjusting Our Home Economics Program for Emergency Service."

Widespread Malnutrition

While always stressed, it was considered especially vital to cooperate with other organizations, including American Red Cross and the newly-formed County Nutrition-for-Defense Committee. With the many demands on teachers, it is important that work be accomplished without duplication or waste effort, and that everyone cooperate to the utmost.

The specific aim of home economics education has always been concerned with improving home and family life. Families have been taught varied and workable ways of stretching the family dollar; old clothes have been renovated; homes have been made more livable; equipment has been improvised; families have been shown how they can eat safely on small sums per person per day; and young people have been helped to understand the rights of others and how to build up fine human relationships. We have progressed far from the days of just cooking and sewing, so that it is no longer considered a

frill in modern education but essential to young people in education for living.

In stressing defense activities for its members, the association urges a study of local needs, and available human and material resources. It is very easy to feel the urge and need, and may I say the lure of the task which takes one far away, but sometimes one fails to see the challenge near at home. Home economists are urged to acquaint themselves with living conditions in their community; to support all education and service programs designed to improve living conditions; to formulate and initiate specific programs of work to meet the needs of their locality, or to offer those directing the defense program the resources of the home economics departments of the schools.

This means it is vital to keep constantly abreast of the world situation as it affects health and morale, especially as related to foods and nutrition; the selection, purchase, conservation and renovation of clothing;

Saidee E. Stark, President



home nursing and care of the sick; and housing as it relates to health and family welfare generally, but perhaps to low cost housing projects especially at this time.

Home economics programs have always stressed health in all its aspects in their programs, because the homemaker, in numberless ways, holds the key to the health of her family. Since the cost of unexpected illness frequently throws the finances of the family in chaos, home economists are urged to cooperate with community health and educational agencies in studying low-cost medical service. In fact, while we have always aimed to gear our teaching to the financial level of the families in the community, we are emphasizing a knowledge of the economic status of the family as it relates to health, as basic to understanding of family living.

Vital Cooperation

The results of the draft, which again show that a large percentage of our population is malnourished, offers a further challenge to our teaching. Some phases of home economics are basic to the education of both boys and girls, men and women, and educators should find ways of meeting this need.

In most of the states there are being organized a Nutrition Committee for Defense with county sub-committees to formulate a program for better health of the people of the country through nutrition. The personnel of the committee includes leaders of wide interests so that it will be representative of each community and will really become the nutrition section of the County Defense Council. These committees are expected to promote good school feeding, home garden production, educational efforts at organization meetings, in local radio programs and newspapers, plan for mass feeding in case of emergency and other activities which the local nutrition problems indicate as needed. Home economists are urged to assist wherever they may be of help.

WHILE the home economics program is stressing the phases of our work affected especially by the present emergency, it is also continuing its study of minimum essentials for housing home economics departments in schools. Many school buildings have been built the last few years in

which the architect, who frequently knows nothing about the objectives of modern home economics teaching, has had complete responsibility for the planning of the department.

The result has been that large sums have been spent but the rooms violate principles of good home management and make effective teaching difficult. Well-planned rooms

cost no more and can result easily when the home economics teacher is invited to work with the architect.

Thus new opportunities and added responsibilities face the trained home economist and homemaker the coming year. When we say national defense should begin at home, we mean literally "at home" or "in the home."

PHILOSOPHY OF EDUCATION

Frederic W. Robinson, Supervisor of Music, Hemet Valley Union
School Districts, Riverside County

MY philosophy of education involves for the teacher a three-way responsibility — to the pupil, to his parents (the public), and to the profession.

To have it said of me, "He is a teacher of youth as well as facts," would be a high compliment. We are all bewildered in a bewildering world, but none more so than the adolescent. He has toppled his parents from their erstwhile pedestal of infallibility, and is looking for a new hero for his shrine, someone who will understand his outward bravado and inner fears. This is the teacher's golden opportunity!

Joy and Enthusiasm

To live enthusiastically, joyously, yet not frivolously myself, to help my young friends distinguish between the important and the unimportant, the permanent and the temporary, to waken them to their own possibilities in an age requiring more and more unselfishness, in short to make my own life a safe sign-post toward purposeful living, — this is the task to which I have set myself.

Many of the casualties that occur during high school years are traceable to the lack of sympathy between parent and pupil. The bridging of this gap is a part of my philosophy of education.

Then if as a teacher I have managed to steer a successful course be-

tween the parent Scylla and the pupil Charybdis, there is still professional growth to be considered.

To be creative and yet cooperative with others, to make cold facts and practices pulsate with fresh blood, to maintain such a high standard of personal efficiency as to be an addition to the profession, there are ideals to challenge any young man.

The Prodigal Returns

DR. Harold Garnet Black's new book *The Prodigal Returns* (Fleming H. Revell Co.) will be warmly welcomed by students in English classes as well as by their teachers, for it tells with singular vividness and great literary skill a story of sin, repentance, and forgiveness.

Its central figure is the pleasure-bound youth of the Parable who insists on having his fling and who learns his lesson in the hard school of experience. The scene is laid, in part, in the ancient cities of Jerusalem, Damascus, Palmyra, and Ctesiphon, and is invested with all the rich glamour of the exotic East.

This narrative of travel, adventure, and romance is an example of English at its best. Professor Black, who lives in Beverly Hills, has taught in several secondary schools and colleges in both East and West, and for many years has been on the staff of the Hollywood High School. Besides having been for seven years editorial writer on a Los Angeles weekly, he is a frequent contributor to several national magazines.

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GINN

45 Second Street, San Francisco

DEFENSE SAVINGS BONDS

AN ARTICLE PREPARED SPECIALLY FOR SIERRA EDUCATIONAL NEWS BY
DEFENSE SAVINGS STAFF OF UNITED STATES TREASURY DEPARTMENT

THE people of this nation, during the past few months, already have voluntarily invested over a billion dollars of their savings in the defense of their Republic.

More than a third of the billion was for the People's Bond, an investment designed for the general public. Between May 1 and August 1 the citizens of California put \$21,476,000 of their savings into the People's Bond. This Bond is the safest investment left in a shaky world.

Need for the Defense Savings Bond Program, as the black totalitarian shadow lengthens, increases with the speed-up in production, the increase in employment, the rise in payrolls at the nation's factories.

By midsummer 1941 the output of products in the nation's manufacturing industries reached 161 on the Federal Reserve Board index, about 50 points higher than the charts showed for the 1929 boom. Employment in manufacturing industries rose 27%, according to the Department of Labor, between the summers of 1940 and 1941, and increased 56% in 18 defense industries.

All this paints a picture of a nation gearing-up machinery to equip and maintain an Army to be expanded to 2½ million men, a two-ocean Navy, and to send help to beleaguered democracies abroad.

The bill already now approaches 60 billion dollars, of which more than 30 billions have already been awarded in federal defense contracts. The present time rate of spending is over a billion dollars a month.

The funds are going for battleships and planes, tanks and munitions, training camps, guns and uniforms, food and medical supplies.

It is impossible for an ordinary person to grasp the full size and complexity of the task. We must have new industrial plants, new machinery "to tool them up." It took, for in-

stance, 9 months of driving speed to roll the first medium tank off the assembly line last spring. And that was a record.

It would be both unwise and impossible to meet the whole defense bill through taxation. It would be possible, but unwise, to borrow vast sums from banks—creating a kind of "credit inflation." The Defense Savings Bond program, by enlisting the savings of individual wage-earners, not only avoids the evil of credit inflation, but acts as a positive check on price inflation.

One of the best methods of controlling the dollar's buying power, which is already shrinking, is to take out of general circulation money which competes with defense purchases, and pushes up prices of raw materials.

Defense Savings Bonds and Stamps, moreover, provide a measure of future social security by providing us with reserve funds for sickness or unemployment. Should the school population decrease or the migration of families cause dislocation, teachers, in particular, will find in their maturing bonds a regular source of income.

Purchased at regular intervals, the bonds will, in ten years, function as a

I Would Be Thankful

*Alberta Dredla, Home Economics Teacher,
Palo Verde High School, Blythe,
Riverside County*

I WOULD be thankful because I'm happy.

I can breathe happiness into the air.
I can see the beauty in common things
For when all else is gone they will be there.
I would be thankful because I can dream,
A dream can go where no one else would dare.

I can feel the challenge in human sound;
Living the daily rhythm that we share.
I would be thankful because I have faith,
And love, and time to say a little prayer.

kind of old age pension. The People's Bond, which can be bought for \$18.75, \$37.50, \$75, \$375 or \$750, accrues an interest at the rate of 2.9% and can be cashed any time after 60 days, in case of emergency.

A study of the program reveals clearly why the Treasury Department measures the success of the program in terms of the number of citizens who participate, rather than the amount of money invested.

ON the other hand, among the school children of this country the study of Defense Savings must be regarded primarily as a unique instrument of education. *The Treasury Department is determined that no pressure be put on children to buy Defense Savings Stamps.* For it is a sad but inescapable fact that in every community there are families who cannot afford to save without endangering the health of their children. It is the essence of the democratic spirit of this program that no child must be allowed to feel a social stigma because he is unable to buy a stamp.

But understanding and loyalty are not bought at the post office window. These priceless dividends will enrich the nation, it is hoped, as the dimes and dollars swell the totals invested in Defense Savings Bonds. It is in the classroom, under the inspiration and guidance of their teachers, that our children will learn to understand the meaning of the spirit of our Republic—the bulwark of national defense.

* * *

Your Child Meets the World Outside (a guide to children's attitudes in democratic living) by Elizabeth Boettiger, an illustrated book of 195 pages, published by Appleton-Century, tells how to guide children in independent thinking and acting. The author, an experienced teacher, is already known by her book on *Children's Play*.

* * *

World Book Company has issued *Ready to Read* (a pupils workbook) and *Building Word Power* (a teachers handbook) by Durrell, Sullivan and others, and comprising a scientifically-prepared series of graded exercises in reading readiness. The material originates from the Educational Clinic of Boston University.

Hygiene of the Mind

Mental Hygiene in Education

By Ernest W. Tiegs, Dean of University College and Professor of Education, University of Southern California, and Barney Katz, Lecturer in Psychology, University of Southern California; Consulting Psychologist, Los Angeles; price \$2.75.

THIS unusual new book is designed both for teachers in training and for students of psychology. In sound, well-integrated form, it presents the whole problem of mental health in its complex setting. It brings together in meaningful pattern the principles, technics, and agencies which are primarily responsible for guiding personality development.

Its approach is new. It fills the long-felt need for a text combining an intimate knowledge of the child and teacher, the objectives, materials and procedures of education, with the latest scientific theories and practices in diagnosis and treatment of personality difficulties.

Present rigorous demands in training and experience may enable one to become a specialist in education or in clinical psychology but rarely in both.

This text definitely breaks away from this usual pattern. Basic maladjustments of personality are approached not as separate, intangible concepts described in technical terminology of psychology, but as the personality problems of real boys and girls in their everyday activities. This is indeed a new departure. At the same time, sound psychological theories and practices take on new meaning and significance by the manner in which they are used to identify, describe, diagnose, and eliminate personality difficulties.

The teacher of mental hygiene, whether trained in education or psychology, will find the book a necessary complement to his own preparation. The student will find it of maximum help in preparing him to aid others with their personality problems.—Richard E. Briggs, Educational Department, The Ronald Press Company.

* * *

Scott, Foresman and Company have issued new Basic Readers,—*Friends and Neighbors*, *More Friends and Neighbors*, and *Streets and Roads*, all by Gray and Arbuthnot. These extend Dr. Gray's new Basic Reading Program into second and third grades; two books per grade are provided covering the entire school year. The Think-And-Do Workbooks accompanying these readers are useful learning aids.

Let's Make a Home

HELEN Hale, a San Diego grade teacher of many years experience, worked out in her own classroom this project of building a home in the schoolroom. Such a unit of work leads directly to building concepts of cooperation in work and in play, courtesy, friendship. It is ideally suited to develop significant aspects of social and character education in second-graders.

On each left-hand page of the book is a photograph which shows the children actually engaged in the activities described in the text of the facing page. Color sketches under each photograph tie in with activities in the real home. Published by World Book Company; price 68 cents.

* * *

The Principal at Work

GEORGE C. KYTE, professor of education and director of University Elementary School, University of California, Berkeley, is author of an important new book, *The Principal at Work*, published by Ginn and Company.

This new book presents definite guidance with respect to all major functions of the elementary school principal. It suggests how the principal should proceed as a constructive professional leader in his school and community. It defines and explains his position in the school system and his activities in planning his own program of work and in aiding his coworkers in the school to plan theirs. The principal's activities as an administrator, supervisor, public-relations agent, office manager, and professional appraiser are presented in detail.

This treatise provides a detailed presentation of best practices. It carefully treats the perplexing problems of administrative procedure, supervision technics, and appraisal.

Included is material on educational philosophy, on the utilization of research technics in supervisory work, on procedure in supervisory conferences, on diagnosis of learning difficulties, on follow-up supervisory visits, on detailed analysis of classroom performance, and a discussion of the installation of courses of study.

The treatment is developed from the standpoint of practical procedures, based on modern educational philosophy and research. Concrete illustrations explain procedures which principals have successfully used.

Physical Education in the Secondary School, one of the extensive series of publications of Progressive Education Association, is a book, issued by Committee on Workshops, and prepared by Laurentine Collins of Detroit and Rosalind Cassidy of Mills College, California; collaborators were participants in summer workshops of Progressive Education Association and include many Californians.

The book of 130 pages comprises 3 parts, all relating to modern and future developments in physical education on the secondary level; price \$1.25; published by A. S. Barnes and Company, 67 West 44th Street, New York City.

BIOLOGY AND HUMAN AFFAIRS

By John W. Ritchie

For the instructor, eminently teachable; for the class, exciting and alive.

Throughout, biological ideas of wide application in human living are paramount. Combines the type, group, and principal methods and is notable for the way it acquaints students with the concrete facts yet organizes these in accordance with principles and wide ideas that give meaning.

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HIGH SCHOOL BOXING

BOXING AS AN INTRAMURAL SPORT IN THE HIGH SCHOOL

Rinaldo Wren, Head, Commercial Department, Madera Union High School

WHAT would the average principal say if he were told that he could provide a new source of income for the student-body treasury (at minimum expense), decrease the number of fights which occurs among his high school boys, open up a new recreational channel for a large percentage of the boys in his school, and build morale and discipline throughout the entire boys student-body?

All of this has been done at Madera Union High School through the setting up of an intramural boxing program.

In 1938 boxing as a regular intramural sport was inaugurated in this school. The first class had an enrollment of only 22 boys; and because of difficulties in scheduling, instruction was given only three times a week. The following year, 1939, saw a leap in enrollment to 31 boys. In 1940 the enrollment jumped to 40; in 1941, to 55.

Naturally, with such a large group of boys to handle, the question may well be asked, "How do you manage to give adequate instruction to such a large group, especially when boxing is such an individualized skill?"

Boxing, like any other skill, has certain fundamentals which must be thoroughly drilled into the learners so that these fundamentals become automatic responses.

Drill in these fundamentals may be carried on as adequately through group instruction as it is in any other sport, such as football or basketball. The correct manner of executing the most important blows and defenses is given, together with the proper stance and footwork.

The first step in instruction is the demonstration of the correct stance for defense and attack. This is easily conducted as a group drill.

When the different fundamental blows are demonstrated, each student works first by himself for a time and

then is paired off with another boy of approximately his own size in order that they may both practice correct methods of defense and attack against each other. When the complete repertoire of blows and defenses has been covered, we stage little informal bouts from time to time, but never more than twice a week.

Sufficient space is necessary in order to conduct the class correctly. Here we are fortunate in having a large room downstairs in our gymnasium, which will adequately take care of a large number of boys. Also, from time to time, we use the gymnasium floor. At certain times I find it necessary to run instruction in relays; but the relays are easily taken care of and are, in fact, often desirable. While one class is receiving instruction, the other group is sent through conditioning and brush-up work.

The Time Schedule

The time element is another important one in the instruction of the class. Formerly we had only 45 minutes from bell to bell. This fact meant that at least 20 minutes was spent in dressing and undressing, leaving only 25 minutes at the maximum for class instruction. Now we are fortunate in having periods which run for one hour, leaving plenty of time for instruction. However, each minute must be planned so that no valuable time is lost.

We further economize on time here by the use of a cadet system. Each succeeding year brings back a number of veterans who can efficiently act as assistant instructors. They always go around checking on the execution of fundamentals, and call my attention to any faulty technic which may be developing. Another valuable way by which we save time is through the use of slip-on gloves rather than those which necessitate tying at the wrists.

The class in boxing does not meet throughout the entire school year, but is seasonal, beginning after football is over in the fall and at about the same time that basketball starts. It continues until about March 15 or April 1, depending upon when basketball terminates. Thus there are approximately three months during which intensive instruction and training may take place. This three-months instruction period reaches its climax in an all-school tournament, locally known as the "Punch-Bowl".

Formerly this event was run off in one night, but this year it was necessary to hold both eliminations and finals, necessitating two nights of competition. The proceeds of this tournament go to pay for the necessary equipment of the class.

Necessary Equipment

By "necessary equipment" I mean boxing-gloves, teeth-guards, hand-wraps, head-gears, light punching-bags, and heavy punching-bags. Gloves are all 12 ounces or more in weight, thus minimizing any chance of injury from a blow. Teeth-guards are not necessary when such heavy gloves are used, but some of the boxers prefer them. Hand-wraps are essential, for most of the minor injuries resulting from this sport are to the fingers, hand, or wrist. Headgears are not essential; however, if a boy has a slightly sore or bruised spot, they prove beneficial.

The light and the heavy punching-bags, especially the latter, are a necessary part of boxing equipment. These serve the same purpose that tackling and blocking dummies do in football. In using these, faulty delivery of blows may be analyzed and corrected. In this way the technic of each individual may be easily checked.

Naturally, the cost of a boxing program such as is outlined here is of major importance to any administrator. The greatest expense will be for boxing-gloves. If care is taken of them, they will easily last for four seasons or more.

Punching-bag platforms may be built in the school shop. We have also built our own collapsible ring at a very slight cost. Generally speaking, the necessary equipment is easily taken care of and depreciates very slowly. During a period of four years, we have been able not only to pay for all equipment out of the receipts from the annual tournament, but to show a surplus besides.

AFAVORABLE public sentiment toward intramural boxing has been shown here during the past four years. Each tournament has drawn a capacity crowd of about 1200 people.

The bouts are conducted along the same lines as are intercollegiate bouts, with three

judges and a referee officiating. The rounds are two minutes long, each round followed by a minute's rest. Of course the length of the rounds is shortened if the condition of the contestants requires such a step.

The only place where these bouts differ from intercollegiate boxing is in the matter of the contestants weights. Among immature boys, weight variations are very small, but differences in natural ability may be very great. This makes necessary the careful sizing up of all boys in order to be able to correctly group them not only according to weight, but also according to ability.

We try to keep each boy within a maximum of five pounds of his opponent's weight. Sometimes we have two boys of equal weight fighting in one class, and two boys of similar weight but greater or less ability fighting in another class. By this precaution, danger of injury from mismatching is obviated.

In four years of competitive boxing, we have not had a single serious injury. This fact proves that if proper precautionary measures are taken by the instructor (involving such things as proper conditioning, proper equipment, and proper supervision) injuries can be not only minimized but actually prevented. No better argument can be advanced for the justification of boxing in the modern high school. When we first started boxing instruction here, certain groups in town were not entirely in favor of it. The chief argument was that "boxing is dangerous." Now that it has proved otherwise, the public attitude is very favorable toward a continuance of the boxing program.

Exhibitions are put on for the various service clubs and for the American Legion. During the annual tournament, a special appeal is made to the mothers and fathers to attend the event. Another marked upswing in public approval has been apparent during this past year. This increasing approval is probably due in great measure to the general public's growing consciousness of the necessity for adequate national defense and its awareness of the fact that physical fitness and the ability to take care of oneself in physical combat are essential to the success of the national program.

When the word "boxing" is mentioned, the usual tendency of the general public is to think in terms of professional boxing, of smoke-filled auditoriums, of beer bottles and cigars, of one-sided, mismatched brawls, of cries of "Moider de bum."

All of these are a far cry from intramural boxing as it is taught in Madera. The emphasis here is on skill rather than on strength. No trace of professional influence is allowed to creep into either the instruction or the final tournament.

All refereeing is done by the instructor in charge, for he is the one who is most familiar with each contestant's ability. His

presence in the ring also tends to give the contestants confidence. No one except the instructor or some other physical education teacher should be allowed to officiate within the ring.

BOXING is probably more easily justified as a true physical education activity than is any other sport. Lack of weight or shortness of stature is of no disadvantage to any boy. Here is a real opportunity for the small boy who because of his size, is denied the joy of participation in other sports, to compete with other boys of his same size and weight. We have had boys weighing as little as 75 pounds become skillful boxers. In what other sport is such a case anything but an exception? Here again is ample reason for the inclusion of boxing in the high school physical education curriculum.

The morale and discipline of the school has been favorably affected by the boxing program. The number of fights has been reduced by 50%. Those that do spring up are steered "downstairs", where the result is determined in a gentlemanly manner by the use of gloves. At our school we call boxing "the great leveler", for that is exactly what it is.

Boys with superiority complexes (physical) discover that they still have something

to learn, whereas boys with inferiority complexes build up their ego by becoming efficient. A feeling of respect prevails among the students for one another's skill, regardless of the size of the boy.


The objectives of the boxing program are these:

1. Development of another recreational activity.
2. The development of the art of self defense.
3. Physical development.
4. Development of character.

Closely allied with these objectives are the values of boxing, which may be divided into three classes.

1. Physical
Boxing develops endurance, strength, coordination, and agility.
2. Social
Boxing develops qualities of honesty, good sportsmanship, clean living, and the influence of social contacts which will carry on into later life.
3. Moral
Boxing develops self-assurance and courage in the face of physical danger.

INTERSCHOLASTIC boxing is but one step removed from intramural boxing as it now exists. The dangers of injury would be



THERE IS SOMETHING NEW
UNDER THE SUN AND IF
"OLD SOL" LOOKS A BIT
PALE IN OUR CUT IT IS ONLY
BECAUSE HE'S BEEN
LAUGHING SO HARD.
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just as few, the income would be greater if conducted on an inter-school basis, and the benefits would be more widespread.

I believe that boxing as an interscholastic sport has a definite future in the high schools of California. Of course, the movement toward such a goal must necessarily start within each high school, probably with

some such trials and experiences as we have had here. Time, experience, and public education toward the benefits to be derived from an intelligently administered boxing program — these three factors will do much toward assuring boxing a justified and permanent place in the public high schools of California.

READING IN HIGH SCHOOL

THE HIGH SCHOOL READING PROBLEM

Annie R. Mitchell, Instructor of English 2 Groups, Visalia Union High School, Tulare County

HIGH schools, at the present time, no matter where they may be, are faced with a serious reading problem that is not entirely the fault of the elementary school.

This problem stated in general terms is simply that the average entering student is retarded about two years in reading ability, and that during his stay in high school this reading ability does not increase appreciably.

The effects of inability to read well are so tremendous, both scholastically and economically, that the extent of the problem is hard to realize. For many years the high school has been shifting responsibility by blaming the elementary school.

The problem, however, is a cumulative one and is the result of a combination of perhaps three factors — mass education, mass promotion, and failure to differentiate in the kinds of reading.

Mass education has crowded our schools with children of various abilities and ambitions. Frankly, some of them do not belong in the traditional school, but they are here and must be cared for. The number of such children has rapidly increased in the last few years because of economic conditions, and we find them staying on not from interest, but from sheer economic necessity. These added difficulties have been augmented by the promotion methods used in many schools. Even a cursory survey will indicate that the passing mark based

on accomplishment has become almost extinct. Promotion on the basis of chronological age has taken the place of a passing mark indicating standard achievement, and children are sent on from one grade to another, and then on to high school, without proper mastery of one of the primary tools of learning.

Granted that mass education and mass promotion are beyond the control of the teacher, the third factor — that of teaching reading — is one with which the schools should be directly concerned. High school teachers and administrators have assumed that when a child is graduated from the elementary school he knows how to read and that no further formal instruction is needed. This assumption is fallacious and has been costly, for it has been so widely accepted that the high school has overlooked the simple fact that reading should be taught in both high school and grade school levels. This idea is so new that sharp distinction in the kinds of methods of teaching reading have not yet been made.

However, it is now being generally accepted that the elementary school should teach the mechanics of reading, and that the teaching of this skill should be continued in the high school, in addition, of course, to the teaching of the finer arts of reading. The division is sound because any skill to be acquired must be practiced before the learner can claim that skill as his own. Even our musical prodigies must practice scales. How can we expect a child to become proficient in the art of appreciative reading when he is deficient in its fundamentals?

Because high school teachers have taken so much for granted, they have very hazy notions about the teaching of reading. This report does not go into these teaching problems, but the suggestion is made that a visit to a first grade reading class would be a revelation. The first grade teacher can assume nothing; she can only go forward when the previous lesson has been learned. A bit of the careful planning which goes on in a first grade would be useful in classes in which constants are sacrificed for secondary reading skills, and in which primary reading skills are not often considered or even recognized.

The fact that children are coming into high school poorly prepared to read with comprehension is a problem which the elementary school is trying to remedy. Our problem, as high schools teachers, is to start to teach reading in the high school and to stop shifting responsibility.

Great Energy Output

Reading requires a tremendous amount of physical and mental energy. The ability to read is indeed a wondrous skill. Lack of this skill is admittedly a serious handicap. The so-called retarded groups are most affected, of course, but every class room has its problems. Since children who have serious handicaps are, as a rule, segregated in special classes, the suggestions following are intended for the children who are in the "normal" classes:

1. Set a standard and try to bring the child up to that level. Do not lower the standard to the child's level, and then try to raise both.

2. Study the children in your class. These ideas may be of some help.

- A. Compare the child's I.Q. with your judgment of his work. An I.Q. score may be low because the child lacked skill in reading the questions. The results of any other tests should be compared with it. A standardized reading test should be given

to indicate the present level of the child's ability.

B. Without previous announcement watch for these handicaps:

a. Eye defects. No teacher is expected to remedy these handicaps, but many defects will show up, about which some corrective steps or measures may be taken. A child who has an obviously serious eye defect should be examined by a specialist before any attempt is made to better his reading ability.

b. Poor posture. This handicap has grave consequences; yet very little attention is paid to it.

c. Light. Insist that each child sit up and hold his book up. Make a point of seeing that the room is well lighted. One of life's greatest humanities is the conservation of a child's sight through proper lighting.

d. Bad motor habits. Many children are still reading by pointing with their fingers, moving their heads, and manifesting unnecessary motor habits that cut efficiency.

e. Concentration. Note those who are having difficulties in concentration. They are not hard to find.

After these preliminary measures have been taken, make an effort to diagnose each child's reading difficulties. The following points made in chart form may prove to be useful and may be checked while the class is doing its usual oral reading.

1. Slow reader.
2. Rapid reader.
3. Never volunteers to read.
4. Speech defect.
5. Eye defect.
6. No phonic sense.
7. Omits words.
8. Inserts words.
9. Guesses at meanings.
10. Repeats.
11. Waits for help.
12. Poor comprehension.

When the teacher feels sure of her diagnosis, she should have a conference with each child. Many times the mere fact of calling attention to a handicap will result in improvement. These conferences must be held in a friendly, sympathetic mood, or they may serve only as another handicap to the child. If the teacher is not careful, she may unknowingly set up seri-

ous blockings within the child. Last of all find out what the children read, what they like to read, and how they select their reading material. This information will very probably be both enlightening and astonishing.

Finally some methods of teaching are offered. They are not at all progressive; in fact, they are so old-fashioned that they may seem new:

Methods of Teaching

Give plenty of time for oral reading. This is not the mumble-stumble kind of reading heard in schools to-day. The reader should stand in front of the class and read in a clear tone. When he makes a mistake, see that he is corrected when he finishes. While he reads, the rest of the class should listen with their books closed. Make it plain that it is the duty of the reader to read well enough for the rest of the class to hear and understand. Much of the poor oral reading is the fault of the teacher, who often uses the reading period for mental relaxation.

The mechanical phases of reading must be taught systematically. Word study, pronunciation drills, and the use of pronunciation keys should not be neglected. It is a vicious practice to reduce a classic to a fifth grade level so that the child can read it. Publishers of pulps are making fortunes out of fifth grade minds, but it is not our business to furnish readers for their magazines.

Stress practice in the different kinds of reading. The English class is the logical place in which to teach reading. As the other departments neglect to teach their own phases of reading, mathematical, scientific, and factual, as well as pleasure reading should be taught.

Outline work is still the best way to teach clear thinking. Even slow groups can make simple outlines. Start in with jumbled outlines and from these teach the construction of at least three-point outlining.

Teach the child to find topic sentences to get the main idea of short selection.

Stress the art of skimming long selections for reviews. The average pupil simply reads and re-reads material for review work.

Pupils should be taught to infer and predict outcomes. It is not the vocabulary but the inference behind the word that stumps the child.

Develop an adequate vocabulary. Teach the use of the dictionary. Get clues from the rest of the sentence. The study of roots, prefixes, and suffixes is very valuable.

Show the child how to increase his speed of reading. Start out with interesting material written in short selections, learn to look for key words, see phrases instead of words and eliminate bad motor habits. Show

the value of determining the rate on the basis of the type of material.

Set aside time for free reading. This does not mean unsupervised browsing. Free, independent reading covering a variety of subjects will arouse an interest in reading.

These ideas only begin to touch the methods that may be used in teaching reading in regular English classes. They do not call for special classes or for special training. They can be used in conjunction with regular class assignments.

Whatever the method, let us make an effort to use common sense in setting out to do this work. Many teachers who are worrying about the use of mechanical contraptions to measure reading would do a much better job if they went back to their own classrooms and taught their pupils to sit up straight.

We must go slowly and be sure we are getting results. Oral reading well done, outlines that are well written, and drills that are taught systematically will go far in solving the reading problem. If we are going to solve our problem at all, we must start where we are and not where we should like to be.

* * *

Houghton Mifflin Company has issued an attractive book entitled *On The Trail to Santa Fe*; for the upper grades or first years of junior high school. This famous route from St. Louis to Santa Fe and Taos provides numerous stories of historical interest, charmingly retold in this volume. The authors are Hallie Hall Violette and Ada Claire Darby. The volume is generously illustrated with original drawings by Lorence F. Bjorklund. Price, \$1.40.



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Inyo Arts Festival

*J. E. Morhardt, Director of Music,
Bishop Union High School,
Inyo County*

IUR County Superintendent, Mrs. Dorothy Clara Cragen, has asked me to summarize for you our first Inyo County Arts Festival which took place this last Spring in Bishop. It is well worth noting, she believes, because it was so much a victory of mind over space.

The program was the outgrowth of a Music Festival produced by the four high schools of the county. This festival started in 1938 and has seen the performance of Beethoven's Fifth in the original edition, as well as much work better within the orchestral capabilities of the group. It marks the first music of this type in the Eastern Sierra region.

It was decided to combine elementary and high schools this year (1940-41) in an all-day celebration at Bishop. Problems arose at once attendant upon this decision. First was the complex one of travel, since some of the schools were 300 miles away! The final schedule called for some buses to make two trips each way and for many private cars, properly insured, to carry the balance. The timing was close but accurate; some started before dawn on the day of the performance.

Second to transportation came space arrangements at Bishop High School. Since the actual participants numbered over 400 and the auditorium seats only 800 as an

audience, it was necessary to add risers to the stage, and also to add the entire school portable grandstand in front of it. Enough chairs were then removed from the floor to allow insertion of 70 or so orchestra members. The problem shifted into where to put the audience!

After the mechanics came problems of the actual performance. Obviously impossible was any rehearsal of the entire confined group. Nuance would have to be cut to a sliver and tempi, well, no one knew how they would work out. Could the orchestras follow at sight the style of four different conductors? Could the singers hear the piano? It was needless to worry.

They Sang Like Angels

The orchestra behaved like veterans, while the children, wide-eyed, carefully followed every direction. Banked seven-deep on the stage, they sang like angels.

Some of the children had to have shoes purchased for them before they could attend. Most of the children had never traveled so far away from home, and none had ever before participated in a really big performance.

The program was a hit! The cheerful faces afterward testified unanimously to the value of the experiment, not only for pupils, but for teachers and parents as well.

A silver-voiced girl from Keeler sang The Holy City so beautifully as to enthrall the audience. The young cowboys from Lone Pine would have had half-a-dozen encores had time permitted.

The children all tramped off to a lunch in the gym, provided by the Bishop PTA.

Most of the elementary children had started homeward by the time the high school program was ready.

The art work, drawings and paintings, much of it very good, lined the walls of two rooms. Their singing filled every heart. It was a grand day for all.

As for the high school group, they were old hands at it. A week before they had assembled at Lone Pine for an afternoon rehearsal and an evening performance and without further work they repeated the program. They enjoy meeting together. Everyone contributes cheerfully the best he has in him.

The level of music is rising; the level of performance goes up with it. The democratic spirit grows stronger each year along with added student responsibility. We feel proud of Inyo County's musical renaissance and the children who are responsible for it.

* * *

Democracy and Patriotism

FLORANCE Hale, Editor of The Grade Teacher (see September issue of this magazine, page 37) has edited an important new book, *Democracy and Patriotism*, teaching material for the grades, issued by Educational Publishing Corporation, Darien, Connecticut.

This illustrated brochure of 82 pages comprises lessons, units, plays and other materials taken from recent files of The Grade Teacher and is of definite, practical help to elementary teachers; price 75 cents; address Educational Publishing Corporation at Darien, Connecticut.

Here is Inyo County's first Arts Festival in full swing. A grand success and an inspiration to children and adults alike



In Memoriam

Joseph T. Glenn, aged 64, principal of senior and junior high schools, Eureka, Humboldt County, for the last 15 years, began his teaching in elementary and high schools in Indiana and Ohio and later went to South Dakota and Oregon. He went to Eureka in 1926 as high school principal, succeeding George C. Jensen, who is now assistant superintendent, Sacramento. J. Warren Ayer, superintendent, Eureka, in a beautiful memorial statement concerning Mr. Glenn declared in part: "In my experience as a school administrator I have never known a more loyal associate nor a more genuinely honest man."

Lee E. Geyer, age 53, Representative from California in U. S. Congress. A native son of Kansas, he became a high school teacher in Gardena, Los Angeles County, and later entered politics. Member of California State Assembly 1934-36, he was elected to Congress in 1939 and was serving his second term, representing Los Angeles County.

Robert Ord Thompson, age 51, was born in Scotland and came to the United States as a young man. Graduating from UCLA as teacher of industrial arts, he went to Avalon, Catalina Island, in 1931 and was in charge of the industrial arts classes there until his death. Courteous, efficient, unassuming and friendly he was prominent in many lines of community professional and service and was highly esteemed.

* * *

UCLA Doctorate

THE new degree of Doctor of Education is offered for the first time on the Los Angeles campus of University of California beginning this fall, according to Dr. Edwin A. Lee, dean of the School of Education. This new plan was approved recently at a meeting of the Board of Regents on the Los Angeles campus.

For the first time, afternoon, night and Saturday classes in Education have been scheduled for the benefit of teachers and others who must work during the day.

To accommodate the expected increase in enrollment in graduate Education courses, several new instructors have been added to the faculty, including Dr. Flaud Wooton, visiting professor of education from Claremont Colleges; Dr. Lloyd Morrisett, formerly superintendent of schools in Yonkers, New York; and Dr. John Hockett from the Berkeley campus of the University.

American Polynesia, Coral Islands of the Central Pacific, by Edwin H. Bryan, Jr., curator of collections, Bishop Museum, Honolulu, an attractive illustrated book of 210 pages, may be obtained by addressing the author at 2721 Ferdinand Street, Honolulu; price \$1.50.


This is Dr. Bryan's fourth popular book in his excellent and widely known series. The first, *Hawaiian Nature Notes*, was used so extensively in the schools of Hawaii that the teachers asked him to write a companion volume, *Ancient Hawaiian Life*. His third publication was *Insects we see in Hawaii*, one of a series of elementary texts

being published by Tongg Publishing Co., Honolulu.

These books are of value to teachers in regions interested in Hawaii and the Central Pacific. Dr. Bryan is now a Captain in the United States Army.

* * *

Tom and John Burch, 1611 South Elena Avenue, Redondo Beach, Los Angeles County, offer for sale at reasonable prices, Mollusca dredged from deep-water off the California coast; bathymetric range of the species is 10-200 fathoms. Interested teachers or students are invited to write for illustrated circular giving complete details.



Thanksgiving Day—Remembrance Day
For all the good that's come our way
For Flag—for Friends; for Freedom, too
For help in all the things we do.


★

For Peace—for Love—throughout the Year
Respect of those we hold most dear
For Health; For Home; For Joy of Living;
My friend, those things make up Thanksgiving.

Need we be reminded how much we have to be thankful for? No! Every American has counted his blessings over and over again. So—with a table heaped high, and a song in our hearts, let us pause a moment with a prayer of thankfulness on our lips.

And now—just a last minute suggestion to make your day complete. Don't forget Alka-Seltzer. Be sure you have this family friend on hand always. Then if you are troubled with after-meal distress or headache; if you are physically fagged-out or you catch cold—there is friendly, helpful Alka-Seltzer—ready and able to give you relief and make you feel better. Don't forget Alka-Seltzer. Get it from your druggist today.

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Winfield Scott Rodgers

An Educational Pioneer of the Redwood Empire

Robert E. Burton, Teacher, Santa Cruz High School

SOME forty years ago, only a simple, quiet, unostentatious man stood between what is now the State Big Basin Redwood Park and its destruction. Not a big man alongside the Timothy Hopkins, the Middletons, the Cowells and the Millers—all large land-owners of that region; but a man with a purpose, backed up by a genial personality and indomitable perseverance.

That man was Winfield Scott Rodgers.

He raised successfully a family of five children, he carved for himself a homestead out of the Redwood Empire; he backed up with time and money all the worthy projects that came along, he served as supervisor for years, as road foreman also for years, as school trustee for 38 years. He was always busy on some errand of community service or of mercy. All this is indeed enough to fill any life to the brim, even if it extends to the unusual length of 88 years. Nor has it run its course yet, for only recently we had to break short a pleasant visit because of an important school board meeting.

Practically all these busy years have been spent in Boulder Creek in Santa Cruz County, where he arrived in 1870 as a lad of 16 years of age, with an ax on his shoulder ready to homestead. A chapter in Winfield Scott Rodgers' life must remain unwritten here, that of a brave Nova Scotia woman, trekking westward in 1853 with her husband, jostled about in the oxcart that followed the dusty ruts of a trail now already well-worn. Less than two weeks after the tongue of the oxcart had been dropped for good and the oxen turned to pasture in the foothills about Placerville, she gave birth to Winfield Scott Rodgers.

Winfield Scott Rodgers was never to become a soldier by nature nor by choice. As he puts it, "Too young for the Civil War, family embarrassed for the Spanish War, too old for the World War and too darn old for this one." His patriotism, however, is intense and what he could not do along

the firing line he did for home defense and in maintaining high community morale.

What grammar school education he received was scanty, gathered here and there among the little red school-houses of the Sacramento valley, and yet he became fluent enough of speech to hold the attention of audiences during an age when forensics were the hall-marks of an education. As for writing, he did so well that for years he was the editor of the "Mountain Echo" newspaper, published in Boulder Creek. One of his treasures now is a roomful of back numbers, going back to 1896. The "Mountain Echo" valiantly fought the evils which in those days were considered the necessary appurtenance of a lumber camp. It stood for home, church and school and the permanent assets of a community life. That little "Mountain Echo" editorially challenged the editorials of large metropolitan dailies which through indifference or political maneuvering were hampering the preservation of the Big Basin.

The Sempervirens Club

That he should become a charter member of the Sempervirens Club, founded in San Jose in 1900, was but a natural sequence. There he joined his efforts with the Jordans, Kings, MacCrackens, Father McKenna, Jeters, Merriams and others, in establishing a policy of Conservation at a time when Conservation was considered a vision and not a practical thing. The accomplishments of that band of prophets are well-known.

Those were hard years for Winfield Scott Rodgers. Too engrossed in pursuing ideals, not intent on collecting bills nor new subscriptions, advertising not having reached the lucrative importance it has today, he sold his paper, but not before its front page carried the now-historic news that through state legislative action the Big Basin was now safe. Incidentally, his successor could do no better and even had to have recourse to printing certain numbers on sycamore

leaves when credit and blank paper ran low!

Great changes have come over San Lorenzo Valley. Between Mr. Rodgers' little homestead on Bulls Springs and Santa Cruz, there were deep and tall virgin redwood forests where enough timber stood, so said loggers, to last forever! The padres had cut at them, before the days of '49; Spaniards, Mexicans and Yankee adventurers had also whacked at them, but in the absence of crosscut saws, and with only axes and bull teams, they hardly made an impression. But all was changed now, the crosscut saws, the railroads and the donkey engines made short shift of that ancient heritage. Slowly, the line of devastation crept up the valley until it reached the Boulder Creek Basin, which around 1890 became the busiest logging-town in California. The quiet settlers saw themselves and their farm homes hemmed with all the good and evil of such enterprises.

In a republic the law, at least in those days, gave inalienable rights to a man to do what he pleased with land and its appurtenances. So men cut, burned, slashed and wasted recklessly. After this wave of exploitation had receded, it left Boulder Creek wasted, looted and exhausted—a land of abandoned cabins, high charred stumps, eroded hillsides, hopeless populations, empty saloons, empty pocket-books, closed banks.

Ruthless Exploitation

Only the strong-hearted and the redwood stumps held their faith. The stumps, living up to the name of sempervirens, sent out sprouts; the men struggled and took heart. The little school, the community church and the lodge never lost faith, and Mr. Rodgers was active in them all. He now proudly displays a 50-year Odd Fellows membership badge on his breast.

Want old-time stories of Boulder Creek? Just drop in any time in the little house to the northwest of town and there you will find a devoted couple amidst fruit trees, vines and a new generation of redwoods. But be sure not to come on school board meeting night!

From the warm, sunny slope you look up the verdant rise of Ben Lomond Mountains, where a new generation of trees is coming up. Mr. Rodgers will tell you that "It's where our sweet water comes from."

Winfield Scott Rodgers, Pioneer Conservationist



THE tempo of the town is different. Summer tourists flock in during the summer. Rich folks are now buying old farms and looking for antiques. There is one antique they will not get for a long time to come, and that is the old man's boots, real California boots, never wore anything else—"and I don't expect to ever wear anything else."

Carroll D. Hall of Redwood City, San Mateo County, has been appointed Curator of Sutter's Fort, the State Historical Museum in Sacramento. Mr. Hall, widely-known author, has made California history his major interest, has been a newspaper editor and has written several books of California history. Among them are "Bierce and the Poe Hoax" and the "Terry-Broderick Duel." He was also a co-author of "Bonanza Inn," a fascinating story of old San Francisco and its main hotel, the Palace.

* * *

School Librarians

SCHOOL Library Association of California holds its Annual meeting in Fresno, at Hotel Californian, November 15, 16.

Theme of the meeting is "Building Morale Through Books and Libraries." Panel discussions Saturday afternoon develop this theme, and are led by specialists on each grade-level. Special exhibits of books stressing National Defense, and Latin America are on display during the two-day meeting.

Miss Jessie Boyd, State President, is arranging for a banquet speaker on Saturday evening as well as for something of inspiration following the business meeting.—Maurine S. Hardin, Oakland.

* * *

Charles W. Lockwood becomes superintendent of schools, Palo Alto, Santa Clara County, beginning January 1 and succeeding Jesse R. Overturf who goes to Sacramento as city superintendent there.

Mr. Lockwood, age 38, has been superintendent at Laguna Beach, Orange County, for the last two years. Graduate of UCLA, he holds an advanced degree from USC. He taught in Los Angeles and Hollywood and was superintendent at San Jacinto for six years before going to Laguna Beach. He is commissioned in the Reserve Officers Training Corps.

* * *

Journal of the AER, a new magazine issued by Association for Education by Radio, 228 North La Salle Street, Chicago, is published monthly (except June, July and August) and goes to all members of the association. Membership dues, including journal, \$2 per year.

Elizabeth Goudy, director of radio, Los Angeles County Schools, is chairman of the publications committee of the Association; James G. Hanlon is editor.

The initial number of the journal, 8 pages with cover, is highly commendable.



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Recent Changes

Charles W. Lockwood, formerly District Superintendent of Schools, Laguna Beach, now Superintendent at Palo Alto.

Bronson Buxton, formerly Vice-Principal of Laguna Beach High School, now District Superintendent at Laguna Beach.

Cash Crawford, formerly Principal of the Perry District, is now Principal of the Hawthorne District.

— Carl A. Bowman, Director, Placement Bureau, CTA Southern Section, Los Angeles.

San Francisco — James Leroy Dixon elected vice-principal, Balboa High School. Lena Morrill elected vice-principal, Mission High School, in place of Augusta G. Kelly, retired.

Palo Alto — William P. Johnson elected principal, Channing Elementary.

Stockton — Carl O. Baker elected principal, Schneider Vocational High School. Elementary principalship elections are: William Owen to Luther Burbank School, John MacDonald to Fair Oaks, Cyril Owen to Franklin, Robert Allen to Fremont, John Germain to Lottie Grunsky, Rudolph Freeman to Hazelton, and Charles Parsons to Lafayette.

San Mateo County — F. J. McConville elected to district superintendency of San Mateo Union High School District; Homer Martin resigned to accept the position as comptroller of San Mateo Junior College. W. T. Van Voris elected principal, San Mateo High School. Thomas Reynolds promoted to principalship of Burlingame High School.

San Mateo County Elementary — Albert Silva elected principal, Pescadero Elementary School. Arthur Wagner elected principal, Hoover School, Burlingame. Ben Leese elected principal, Central School, Redwood City. Earl Whitaker elected principal, Lincoln School, Redwood City. Cecil Klee elected principal, Hayward Park School, San Mateo.

Modesto — Robert Elliott elected vice-principal, Modesto High School. Mrs. Marie C. Morris elected principal, Roosevelt Intermediate School. William Niles elected principal, Lincoln School.

Vallejo — Roxie Alexander promoted to director of elementary education. Alfred Seigler, principal, Bay Terrace School. Howard Johnson, principal, Lincoln School.

Marin County — Howard Olivier elected principal, Belvedere Elementary.

Stanislaus County — Mrs. Lura White elected principal, Keyes Union Elementary. Mrs. Lillian Warren elected principal, McHenry School District. Chester Ashford elected principal, Salida Elementary. J. Ira Metzker elected principal, Tegner School District. Freda E. M. Riedeman elected principal, Washington School District.

— Earl G. Gridley, CTA Director of Placement, Berkeley Office.

* * *

CTA Honor Schools

Staffs Enrolled 100% in California Teachers Association for 1942

Southern Section

Los Angeles County — South Pasadena — San Marino Junior High School, Hans W. Koolen, principal, has remitted California Teachers Association membership fees for 1942 — 100%. These are the first 1942 memberships received this fall by the CTA Southern Section office. — F. L. Thurston, executive secretary, CTA Southern Section, Los Angeles.

Bay Section

San Francisco — Alamo, Andrew Jackson, Bay View, Burnett, Fairmount, Garfield, Miraloma, Sheridan, Starr King, and Sunshine Health School.

Oakland — Redwood Heights.
Emeryville — Anna Yates School. — E. G. Gridley, Bay Secretary.

North Coast Section

Frank M. Williams, principal of South Fork Union High School, at Miranda, Humboldt County, was the first to report his staff as 100% enrolled in CTA for 1942.

Fortuna Union High School with George J. Badura, principal, was the second 100% school. — Mrs. Alma Thompson, Ferndale; secretary, CTA North Coast Section.

* * *

Maine Teachers Association deserves hearty congratulations upon its official publication, *Maine Teachers Digest*. Published 4 times annually and now in its second volume, this handsome magazine is ably

edited by Dr. Richard B. Kennan, with offices at 14 Western Avenue, Augusta, Maine. A recent large issue, comprising 64 pages, is profusely illustrated and has a beautiful cover in two colors.

* * *

School-Made Movies

PRODUCING School Movies, a manual for teachers and students interested in producing amateur films, by Child and Finch, both of Greenwich, Connecticut, 165 pages with many illustrations, is sponsored by Committee on Standards for Motion Pictures and Newspapers, National Council of Teachers of English; price \$1.50.

A recent survey by a Council committee revealed that over 300 teachers of English were engaged in producing motion-pictures for classroom use.

These pioneers in amateur educational film production declared that such activity had enriched the entire classroom program and had stimulated creative activity of a high order amongst their student producers.

In writing scenarios, planning schedules, developing coherent themes, and engaging in meaningful co-operative effort, pupils were learning important principles of the art of communication ("English" on the program!) in and out of the classroom.

Paul A. Wagner, executive secretary of the National Council, 211 West 68th Street, Chicago, states, "We believe school-produced movies can be of great value to teachers of other subjects. Producing School Movies is a guide for teachers who would like to attempt a film program in their own schools. From scenario to screen, this book shows the way."

* * *

College Entrance Examination Board, *Annual Yearbook 1941*, stating terms of admission to colleges of the Board, has as general editor, William Allen Neilson, president emeritus, Smith College; 171 pages, price \$1.20; published by Ginn and Company. This important handbook is invaluable to all who have to do with entrance requirements of the 43 member colleges.

* * *

Dynamic Democracy, a cooperative pamphlet outlining the educational objectives of some of the leading Youth organizations, shows how these supplement existing school programs. This illustrated, 64-page booklet is edited by Harrison M. Sayre, president of American Education Press which issues the bulletin and has its office at 400 South Front Street, Columbus, Ohio; price 25 cents.

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Central Coast News

Alfred H. Bird, Watsonville Joint Union High School

CENTRAL Coast Section Council, CTA, met September 20 in King City and unanimously approved holding the 1941 Convention in conjunction with American Association of School Administrators in San Francisco. Dates for the Section convention are February 23-25, instead of November of this year.

A committee was named to arrange the details relative to the joining of the San Francisco Convention.

Council members present at the meeting included:

R. L. Bird, Don Wright, Bruce Hawk, Leland D. Stier, Alleen Chapman, James G. Force, O. W. Bardarson, Eulah Fowles, C. C. Trimble, Clair Langford, Lila Melendy, Rose McCabe, Viola Melnts, Roy Robinson, Margaret Williams, E. E. Crook, and T. S. MacQuiddy.

San Luis Obispo County is continuing the program of curriculum development initiated last November under direction of Alvin E. Rhodes, curriculum director and rural school supervisor.

The initial stages of organization accomplished during the latter part of last school year included the establishment of a representative Curriculum Cabinet which is responsible for directing the entire program. This cabinet consists of representatives from each of the study-groups in the county.

Another early step was the organization of the county into five sections for the purpose of carrying on curriculum study. Because of the large area of the county, it has proven impossible to hold county-wide teachers meetings as frequently as necessary for curriculum work. The same purpose will be served through section meetings.

A third step in the curriculum-development organization was the organization of each division into about three study-groups, each under its own leader.

Four or five times a year it is planned to make a circuit of the five sections, using the same leaders and discussing the same topics in each study-group to give more thorough discussion and more detailed study than is possible in the section meetings. The information, inspiration and general direction given in the larger section meetings motivate the work of the smaller groups and the conclusions growing out of study group discussions are brought back to section meetings for further consideration.

As a means of introducing the more specialized work into the program, the cabinet is now establishing five committees—one on principles and philosophy, one on survey of school status, one on survey of physical needs, one on survey of community resources, and one on information.

A number of special services already have

been provided—the coordination of supervision throughout the county, the establishment of curriculum reading centers in each of the five sections, the equipment of each teacher with a portfolio to be used in the study, the issuance at frequent intervals of special study helps, a group subscription to Education Digest and a limited use of special consultants.

New in the curriculum at San Benito County Junior College is the Radio Workshop directed by Mildred Sobotka, dramatics and public-speaking instructor. The 18 enrollees in the group use the microphone for all class work, with announcers for each class session.

Early in the semester the radio workers will present scripts that are made available by Scholastic magazine and by Department of Education, Washington, D. C. Writing of original scripts is an important part of the program that Miss Sobotka has planned for the class.

Radio listening, followed by critical analysis of the speakers and wide reading in the radio field, will add to the knowledge of radio technics, that the San Benito boys and girls will learn through this course.

To culminate the activities of the class Miss Sobotka hopes to take her group to the radio stations in San Jose and Watsonville for observation and presentation of several programs.

Gonzales Union High School has a unique cottage plan. Small separate buildings house the different departments of learning. The central hall, fully equipped as a gymnasium with dressing-rooms, showers and locker-rooms, also serves as auditorium with adequate seating capacity in hall and balcony.

White cottages surround the auditorium devoted in turn to English, office, commercial subjects, shop, music, mathematics, and science.

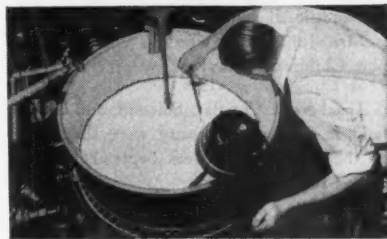
A new unit to be completed this month will serve the Home Economics department. It will contain a spacious sewing-room, with fitting-alcoves, and clothing lockers; general equipment of both electric and gas stoves, sinks, and work-tables; and a kitchen having six cooking-units, each accommodating four girls.

A sunny dining-room has been provided and a modern living-room with fireplace and book shelves. An office for the home economics instructor adjoins the kitchen.

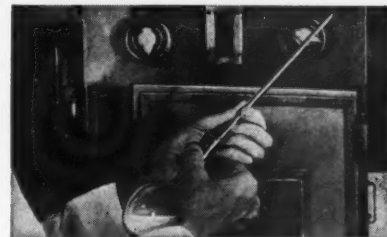
Wilma Secrist has charge of the home economics classes and is hostess in this home-like center which she helped to plan.

Several changes in the personnel of Gonzales Elementary School faculty were made during the summer. Lester Weigel, instrumental music instructor, moved up to teach in Gonzales Union High School music department. His position in the elementary

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HINDS

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school is being filled by John B. Cirimele, a recent graduate of San Francisco State College. Miss LaVerne Jackson, also of San Francisco, has succeeded Mrs. Rhea Peterson who has enrolled in the Prince School of merchandising, Simmons College, Boston. An additional member of the teaching staff is Mrs. Julia Percy who has charge of the new Children's Library.

Teachers of Chualar, Soledad, and Greenfield in Monterey County were the guests of the Gonzales teachers September 25 at a "get-acquainted" tea.

Two changes have been made in the faculty of San Juan School. Teresa Cirone, the new 6th grade teacher, also has charge of the upper grade music. She formerly taught at Tres Pinos.

Dorothy Ogden, who has been teaching near Yuba City, is now in charge of the 5th grade and upper grade art in San Juan.

Gault School in Santa Cruz was reconstructed last summer following an examination of Santa Cruz schools in accordance with the state structural requirements, and particularly the so-called Earthquake Law. Reinforced with cement and steel, Gault School has now become the newest and strongest building in the city system.

* * *

Adequate Housing

YES You Can Have Housing is a new slide-film, 80 pictures, produced by United States Housing Authority and vividly depicting the housing problem and what is being done and needs to be done about it.

Anyone interested in child welfare will find this film helpful. To obtain a copy of the film and accompanying speech notes, send order with 75 cents to Photo Lab, 3825 Georgia Avenue, N. W., Washington, D. C.

For a copy of *How to Make Your Own Illustrated Lecture on Housing*, which tells how to combine parts of the USHA film with local pictures and local data, write directly to Information Division, United States Housing Authority, Washington, D. C.

LEARN TO EARN WORK FOR UNCLE SAM

Teachers, you have a big advantage, because of your training and education. U. S. Government Positions pay \$1260 to \$2100 a year to start, with short hours and pleasant work. Write immediately to Franklin Institute, Dept. E227, Rochester, N. Y., for free 32-page book with list of positions for teachers. You will get full particulars telling what to do to get appointment.

A PROFESSIONAL CHALLENGE

Peter H. Snyder, Principal, Washington Elementary School, San Diego

CALIFORNIA is operating a huge Defense Education program.

Not only did educators accept unusual responsibilities in the emergency, but they stepped out into the lead in extending opportunity to every group whose increased knowledge means increased production and increased efficiency in the service of our Republic.

California now has hundreds of persons drawn from business, the arts, and the skilled trades, teaching on limited credentials, and doing a splendid job in the National Defense program. They are fine persons, but their employment as teachers may cease when the emergency is over.

Remember the Dark Days

Looking a few years to the future, we members of our local and state professional organizations have a distinct professional obligation to perform in regard to the new Defense Teachers.

Let us study the future by making use of the past. Let us recall that not too many years ago it was somewhat the fashion to teach until a better job could be obtained. During part of that era, more remunerative jobs were rather easy to get. A few years later there was a depression and teachers all over the state found their salaries cut after years of patient struggle to bring them up to a reasonable standard.

Not only were salaries cut, but teachers were faced with increased responsibilities to care for unemployed members of their own families and for deserving but needy members of their profession.

Right in the midst of such trying times, two facts were observable. There were teachers from every nook and cranny who were unemployed, and yet the actual number of teaching positions in California was scarcely less. Second, groups in opposition to

the state or local school programs were continuously quoting, "Mr. So-and-so, a teacher."

Now, as a matter of fact, most of these unemployed teachers and these "teachers" who would run things differently were not teachers at all. They had credentials, yes. But they were shoe salesmen, bond salesmen, electrical appliance men, real estate women, etc.—the products of the roaring 20's. Give them credit for 100% sincerity, they merely had not grown up with the growing professional services and obligations of teachers. They didn't understand, yet they were, individually and collectively, a big factor in the public opinion of that day.

Returning to the present and planning for the future, what better opportunity could we have than that of extending to the new Defense Training Teachers the opportunities and the welcome of membership in our local and state professional organizations?

The benefits are three-fold:

1. We "old-timers" profit from exchange of technics.
2. They profit from opportunity for professional growth.
3. The entire community, as well as the teaching profession, will profit because when these teachers speak—and speak they should and will—they will speak from a genuine acquaintanceship rather than from bias, hearsay, and opinion formed by chance.

Invite them in!

* * *

Dr. M. Madilene Veverka, formerly director of elementary curriculum, Los Angeles City Schools, recently conducted a series of workshops in reading and arithmetic at Greenhorn Mountain Institute in Kern County. This project is noted in a recent issue of the School Bulletin, the attractive, illustrated publication of Kern County's Superintendent of Schools, Leo B. Hart.

Call to the Colors

A Teacher Is Called to the Colors

*Marian Wendeln Campbell, Teacher of
English and Social Studies, Emerson
Junior High School, Pomona,
Los Angeles County*

I AM working in my garden
For the good of U.S.A.
I call it "my war garden,"
And I till it every day.

I'm not producing vegetables
Nor grain upon my land;
I'm cultivating children
For a future great and grand!

I'm sowing seeds — Democracy,
And Freedom, and the Right,
The rule of our forefathers: — that it's
Justice wins, not Might.

The children understand the rule;
They know the term Fair Play.
They're practicing Democracy;
They do it every day.

They take delight in freedom;
And at times betray their trust.
Yes, Democracy is dangerous,
But stick to it, we must!

We're training here for bigger things,
In classroom, in the school,
For troublous days that lie ahead
When strange powers try to rule.

Our youth will face the problem,
They must solve it — dare not fail!
We'll help them find the way to Truth,
To strength that can avail.

I needs must dig and hoe and weed
And watch my garden plot.
Ideas spread like ragweed,
And one worm may spoil the lot!

I gaze at my small garden,
Sometimes sentimental grow;
Those faces seem like flowers
As they blossom in a row.

And how can flowers face a world
And save it from its gore? —
Well, beauty, grace, and goodness
May accomplish this — and more!

I know the world is critical,
That youth is in the wrong;
But underneath their careless ways
They're keen, and brave, and strong.

I believe in young America;
Young America for me!
Their eyes are clear, their hearts are right,
They're square as they can be.

They'll make mistakes and break their hearts
Against this world of steel.
But mended hearts are kindly hearts; —
They'll help the world to heal.

I think about my garden
When the evening sun has set.
The whole thing is a struggle,
Some say not worth it! — Yet, —

I'll labor in my garden,
I'll work it every day,
And pray God make America
A land that lasts for Aye!

School of the Air of the Americas, adopted as NEA official nation-wide classroom-radio program, has a teachers manual, 128 pages, illustrated, as an aid to classroom instruction and designed for use in all the nations of the Americas. This timely and valuable guidebook is produced by Columbia Broadcasting System, Department of Education, of which Sterling Fisher is director. Stuart Ayers is editor of the manual.

Any California teacher may obtain a free copy of this well-arranged manual by writing to his nearest CBS station.



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and place for the enjoy-
ment of Chewing Gum**

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The pleasant chewing also seems to lessen your nervous

tension and helps you concentrate better on whatever you're doing.

Successful, popular men and women, and boys and girls, enjoy Chewing Gum daily and they use the same standards of good taste and good judgment in their enjoyment of this treat as they use in everything they do.

Your enjoyment of Chewing Gum just fits in naturally when you're around home, doing your farm work, motoring, studying, reading—and with so many of your other daily activities.

Yes, there is a reason, a time and a place for enjoying wholesome, delicious Chewing Gum.

**As An Aid To Good Teeth—Chewing Gum helps keep
your teeth clean and provides needed chewing exercise.**

National Association of Chewing Gum Manufacturers, Rosebank, Staten Island, N. Y.

Some New Books

Laura B. Everett, Berkeley

FROM Mexico to New England, from present-day Switzerland to Neanderthal times of some 50,000 years ago, that is the stretch of four of the new books for young people!

In *The Village That Learned to Read* Elizabeth Kent Tarshis has drawn a delightful picture of little Pedro Lopez, who refuses to learn to read, of his father, the mayor, eager to see the success of the new school, of Juan Mendez, the earnest young teacher and of Pedro's playmates. So much happens that the young readers are hastened from event to event, in an atmosphere that will make them feel they have really been in Mexico. Excellent book-work material. Try it in the lower grades for children who do not like to read. Houghton Mifflin, \$2.

A Name for Obed by Ethel Calvert Phillips, author of 20 other books for children, among them *Peter Peppercorn* and *Calico*, is just the right story for the child who is discontented with the name father and mother bestowed. Obed goes from an aunt's

home in Connecticut to live with his father's youngest sister in the seaport town in Maine where his grandfather had lived. The school pet-show with which the story opens is a story in itself. The author has a happy fashion of making everyday living interesting. Any child should get much from *A Name for Obed* and any child will like it. Houghton Mifflin, \$2.

Nearly a dozen full-page colored illustrations and attractive end pieces by Gladys Rourke Blackwood help to tell the story of *Jano and Jeni, A Story of the Swiss Alps*, by Maria Van Vrooman, author of *Juju and His Friends*. Little Jano finds a stray goat whom he names Jeni, when with his father who guides summer tourists up the Jungfrau. Here is real mountain climbing and a good story for very little readers. Albert Whitman & Company, \$1.

Bu, the Neanderthal Boy, written and pictured by Becky White, tells the story of a cave man and his family. It is the result of some years spent by sculptor and artist in making the diorama now on exhibition in the Hall of the Stone Age of the Old World at Field Museum, Chicago. Miss White's book is commended by Clifford C. Gregg, director of Field Museum of Natural History. Bu, the boy, sees the lemming, meets the bear and the mammoth and accidentally discovers a new weapon. Here is an exciting story of approved scientific material for very young readers. Thirteen full-page colored pictures and end pieces. Albert Whitman, \$1.

The boys who sniff when they hear the word *Romance* are all attention when they get the whole title, *Romance of Rubber*. The little book is well named. It tells the entrancing story of experiments made with caoutchouc, how it came to be named rubber, how Charles Goodyear stumbled on vulcanization, and the shipping abroad of young hevea trees!

Lightning and Electricity will hold any reader through its less than fifty pages. The early efforts of Dr. William Gilbert, Otto Von Guericke, Stephen Gray, Luigi Galvani, Alessandro Volta and others who preceded Edison, and the Wizard himself, make a book boys can not resist.

The Story of Copper tells of its use in the Bronze age and later by the Romans, then of how Godfrey Gunther, reading in a New York library, got the idea of going back to the old Roman copper mines in the Island of Cyprus. The book merits another title, *The Romance of Copper*.

Gold goes from the search for the Philosopher's Stone to what lies buried at Fort Knox, Kentucky. It is a much longer story than *Aircraft* with two hundred and fifty years of trying to fly — and flying. The five

books belong to the series of 30 elementary science readers by the WPA Pennsylvania Writers Project. Fully illustrated, primer size, at 50 cents a volume, they will be welcomed by teachers of intermediate grades. Albert Whitman & Company.

High school students love college stories. They love summer camps. *The Camp at Westlands*, by Marjorie Hill Allee, interestingly illustrated by Erick Berry, tells how a group of over-privileged young people spend the summer working on an experimental farm, in West Virginia, where fifty houses are being built for miners for the coal mines nearby. The story is based on work done by American Friends' Service. Mrs. Allee, author of *The Great Tradition*, *Judith Lankester*, *A House of Her Own*, *Ann's Surprising Summer*, and others, all real finds for the high school library, knows how to write. Her characters are alive and alert, with the saving grace of humor. Houghton Mifflin Company, \$2.

One of the marked trends of recent literature has been to interpret the Indians as a people through their own songs and legends. James Cloyd Bowman, who has specialized in folk tales, has devoted himself to the original of the Hiawatha story. He has told in a way that will appeal especially to young Scouts the story of Winabojo, Master-of-Life, the great leader who brought to the Indian race the gifts of peace and unity and formed the Confederacy of the Five Nations, which the early colonists found in New England and Canada. Here is an attractive book for every school library, *Winabojo*, by James Cloyd Bowman. Albert Whitman & Co.

* * *

Evaluating Instruction in Secondary School English by Dora V. Smith, professor of education, University of Minnesota, a publication of National Council of Teachers of English, 211 West 68th Street, Chicago, is English monograph No. 11 in their series, comprising 285 pages, price \$2.25. Paul A. Wagner, executive secretary of the Council's public relations committee, states that this remarkable study has national implications of greatest import.

* * *

Language Arts in the Elementary School is the title of 20th Yearbook, NEA Department of Elementary School Principals; price \$2; address E. G. Pinkston, executive secretary of the department, at 1201 16th Street, N.W., Washington, D. C. The Yearbook does not duplicate numerous other recent publications in this field but helpfully describes many experiences in applying the best principles of language arts teaching.

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COMING

November 1-10 — Open House, Tucker Bird Sanctuary in Cleveland National Forest, Orange County; auspices California Audubon Society, 311 North Avenue 66; Los Angeles.

November 1-30 — Audubon Wild Life Tours, Sacramento Valley; auspices National Audubon Society; address C. A. Harwell, 114 Sansome Street, Room 614, San Francisco.

November 2-8 — Children's Book Week, national observance. Headquarters, 62 West 45th Street, New York City.

November 6 — Central California Junior College Association Meeting. Reedley.

November 7 — National Association of State Universities; annual meeting. Hotel Washington. Washington, D. C.

November 8 — Central Section of Classical Association of the Pacific States. Meeting at College of the Pacific, Stockton.

November 9-15 — American Education Week; national observance.

November 10-12 — Western Recreation Conference, auspices National Recreation Association. Santa Barbara.

November 10-12 — Association of Land Grant Colleges and Universities; annual meeting, Willard Hotel. Washington, D. C.

November 11 — The Armistice Day of the First World War.

November 11-30 — American Red Cross annual membership roll call.

November 14, 15 — Child Study Association of America; annual institute. Hotel Commodore, New York City.

November 15, 16 — School Library Association of California; annual convention. Fresno.

November 15 — Annual Meeting, California Association of Teachers of the Hard-of-Hearing. Chapter Rooms, Society for the Hard-of-Hearing, 126 Post Street, San Francisco.

November 15 — CTA Southern Section; annual business meeting. Biltmore Hotel, Los Angeles.

November 17-19 — CTA Northern Section; biennial convention and joint institutes. Sacramento.

November 20-22 — National Council for Social Studies; 21st annual meeting. Indianapolis.

November 20-22 — National Council of Teachers of English; 31st annual convention. Baltimore Hotel, Atlanta, Georgia.

November 20-22 — Thanksgiving holidays.

November 21-22 — California Association for Childhood Education; 18th annual study conference. Long Beach.

December 3-5 — School Broadcasts; 5th annual conference. Congress Hotel, Chicago.

December 4-6 — National Society for the Prevention of Blindness; annual convention. New York City.

December 5, 6 — CTA State Council of Education, Board of Directors, and State Committees; meetings. Biltmore Hotel, Los Angeles.

December 6 — School Librarians Association.



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MEMBER FEDERAL DEPOSIT INSURANCE CORPORATION
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ADVERTISERS

Alka-Seltzer	39	Institute of Consumer Facts.....	4th cover
American Seating Company.....	41	Lehn & Fink Products Corporation.....	43
American Trust Company.....	47	Miles Laboratories, Inc.....	39
Davis, Jehiel	3	National Association of Chewing Gum Manufacturers	45
Franklin Institute	44	Scott, Foresman and Company.....	37
Gaylord Bros.....	3rd cover	Stiver, Madame	42
Ginn and Company.....	31	Teacher Associates, Inc.....	48
Harr Wagner Publishing Company.....	35	Thompson Co., Wm. T.....	46
Hinds	43	Travel Service Inc.	6
Hotel Biltmore	3	World Book Company.....	33
Hotel Palace	3		

ciation of California, Southern Section; book breakfast. Savoy Hotel, Los Angeles.

December 6 — Northern California Guidance Association; fall meeting. Civic Auditorium, San Jose.

December 8, 9 — National Association of Directors of Vocational Education; annual meeting. Boston.

December 10-13 — American Vocational Association; annual convention. Boston.

December 13 — School Librarians Association of California; Christmas Dinner meeting. Chapman Park Hotel, Los Angeles.

December 15 — 150th Anniversary of the Adoption of the Bill of Rights; nationwide observance; auspices Council Against Intolerance in America.

December 26, 27 — American Association of Teachers of Spanish; annual meeting. St. Louis.

December 28, 29 — National Association of Biology Teachers; annual convention. Dallas.

December 28-31 — American Library Association; midwinter conference. Chicago.

December 29-31 — Pan-American League; triennial conference. Miami, Florida.

December 29-31 — National Business Teachers Association; 44th annual convention. Hotel Sherman, Chicago.

1942

February 4 — National Social Hygiene Day; 6th annual observance, auspices American Social Hygiene Association, 1790 Broadway, New York City.

February 18-21 — National Vocational Guidance Association; annual convention. Mark Hopkins and Fairmont Hotels, San Francisco.

February 21-26, 1942 — American Association of School Administrators; 72nd annual meeting. San Francisco.

February 26-28 — California Junior College Federation; annual meeting. Meets jointly with American Association of Junior Colleges. Los Angeles.

March 30, 31 and April 1 — California Association for Health, Physical Education and Recreation; annual convention. Sacramento.

April 15-18 — American Association for Health, Physical Education and Recreation; annual convention. Hotel Roosevelt, New Orleans.

June 22-27 — American Library Association; 64th annual conference. Milwaukee.

June 28-July 2 — National Education Association; annual convention. Denver.

July — National League of Teachers Associations; 16th annual League College. At Colorado State College of Education, Greeley. Address Helen F. Holt, 1543 B, Santa Clara Avenue, Alameda.

California Teachers Association provides placement service for its members at nominal cost.

Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or

Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

Professionalism

(Continued from Page 9)

- b. So that teachers may clear up their own thinking about what they want to do.
- c. So that teachers may determine the feasibility of attractive plans — dependent upon materials, etc.
- d. So that there may not be too much duplication of plans.
4. Can you justify a principal's choosing one or two teachers to try out a special project instead of opening it to all?
 - a. Limited because of its unknown dangers.
 - b. Limited because of special materials needed.
 - c. To stimulate conscious thinking about that new method in preparation for unity of understanding about it.
5. Is it wise to ask advice of principal?

* * *

Applied Secretarial Practice, Second Edition, by John Robert Gregg; Gregg Publishing Company; 540 pages; price, \$1.80.

In an authoritative way, this text answers the question "What is required of the private secretary?"—answers it in convincing detail. A practical balance is maintained between basic information and the skill practice essential for secretarial efficiency.

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A Department of National Education Association

Holds its 72nd annual meeting in San Francisco, February 21-26

Membership fee, \$5. A Member receives:

1. Publications:

Twentieth Yearbook on Health and the Schools, ready in February, 1942; about 450 pages.

San Francisco Convention Summarization and Appraisal; about 32 pages.

Official Report of the San Francisco Convention; about 250 pages.

Subscription to Research Bulletin of National Education Association; five issues each year.

Classified List of Educational Periodicals; about 20 pages.

2. A Membership Receipt in American Association of School Administrators good until December 31, 1942.

3. Advance notices of convention plans.

4. A reserved seat at the San Francisco meeting.

5. The right to vote and hold office.

6. Identification with an official organization of your own profession—an organization which for over 70 years has had a leading part in the progress of American Education.

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EVERY library, at one time or another, needs a compact magazine displayer of this type. For, in small libraries, there are often not enough magazines to warrant buying a full-size rack. And in large departmental libraries, where magazines are separately racked according to classification, the number of magazines in any one department is usually low.

Gaylords' Small Magazine Rack has been designed to fill this need. Only three feet wide—35 $\frac{1}{4}$ " to be exact—it occupies little space—yet holds from 15 to as many as 35 magazines with ease. Compartments are graduated in depth to accommodate magazines of various sizes, and the compartments are slanted so that magazines will not fall forward.

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ONE of the great paradoxes of American business is that the more a business advertises a product the *less* the cost of the product to you — the consumer.



For instance — take disposable tissues.

When first introduced in 1925 a 200 sheet carton cost you 65¢. Today it costs 13¢, or 2 for 25¢.

How did this happen?

From the advertising you saw the advantages of disposable tissues and bought. Thousands of others did likewise.

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In this manner advertising lowered the cost of disposable tissues to you so you could get them for 1/5 the former cost.

The same principle operates continually with most products. Remember what radios, electrical refrigerators, automobiles, vacuum cleaners, silverware,

china, pottery, women's clothing, cameras, etc., cost 15 years ago and what they cost you today. In every case costs to you have been reduced.

And quality has been improved. The system of free competitive private enterprise takes care of that.

Businesses vie to give you better quality at lower prices and through advertising they tell you *how* their products are better. If a business man gets his prices too high a competitor comes in with a lower price. You are the gainer every time.

That's how advertising brings you more joy in living.

WHAT TO DO

Make advertising your buying guide.

It's a guarantee of finest quality at the right price.

And don't let anybody tell you that advertising increases the cost of goods. When you run in to that one, tell them how advertising lowers costs through mass production and raises quality through competitive enterprise — the American system.



Examples of lowered costs thru advertising

In these 15 year comparisons, you will also recognize that quality is better... service of the article improved

	1926	1941
Electric Refrigerator	\$250.00	\$115.00
Small Car Sedan	775.00	761.00
Vacuum Cleaner	65.00	52.50
Silverware (units for 6)	37.75	32.75
Cameras	5.00 and up	2.00 and up
Toothpaste (large size)	.25	.20
Hand Lotion	.50	.25
Soup (per can)	.12	.08½
Silk Stockings	2.00	1.00
Electric Irons	6.00 and up	2.95 and up
Sanitary Napkins (per doz.)	.65	.20
Shoes (women)	6.00	3.50
Deodorant	.50 per oz.	.35 per oz.
Soap (toilet size)	.25 per bar	.10 per bar
Disposable Tissues	.65	.12½
Radio (table model)	95.00	19.95 and up

The INSTITUTE OF CONSUMER FACTS

of the PACIFIC ADVERTISING ASSOCIATION, in cooperation with the following organizations:
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